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ABSTRACT

This institutional effectiveness plan for Central Piedmont Community College (CPCC) is designed to serve as the blueprint by which assessment activities are undertaken and results disseminated throughout the college. First, Chapter One provides an overview of CPCC's self-study planning process, indicating that a 33-member task force comprised of faculty and staff was established to document educational and administrative outcomes. Chapter 2 presents the text of CPCC's revised mission statement. Next, chapters 3 through 11 examine the college's functional mission areas, including: (1) career education; (2) college transfer education; (3) basic skills education; (4) continuing education; (5) community service; (6) student development; (7) instructional support in terms of instructional development and innovation; (8) instructional support provided by the learning resources center; and (9) administrative support. Each of these chapters contains a restatement of the relevant section of the college mission statement; a vision for the future direction of the mission area; a description of the principal client groups served; a list of core assessment questions; a description of programs and departments; and a listing of assessment activities and indicators. The activities and indicators section is further divided into institutional/departmental records and studies to be conducted. Finally, chapter 12 explores institutional values. Appendixes provide flow charts of CPCC's administrative structure; a review of state and regional assessment requirements; a detailed description of CPCC's varied client groups; and a brief description of different assessment studies and reports undertaken at the college. (PAA)

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INSTITUTIONAL EFFECTIVENESS PLAN

Assessing effectiveness to improve service and increase accountability

Ruth Shaw, President

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Central Piedmont Community College
Fall 1990
John Quinley

INSTITUTIONAL EFFECTIVENESS PLAN

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INSTITUTIONAL EFFECTIVENESS PLAN

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INSTITUTIONAL EFFECTIVENESS PLAN

Chapter 1

OVERVIEW

Fall 1990
John W. Quinley
Planning & Research

INSTITUTIONAL EFFECTIVENESS PLAN
(IEP)

Assessing Institutional Effectiveness to Improve Service & Increase Accountability

Fall 1990

BACKGROUND

In fall 1988, the Southern Association of Colleges and Schools requested Central Piedmont Community College to outline its current approach to the new criteria of institutional effectiveness. The majority of institutional effectiveness items as detailed throughout the Criteria for Reaccreditation was already in place. Central Piedmont's Self-Study process which commences in January 1991, will include all institutional effectiveness processes and plans with an eye to improving efficiency and effectiveness. Existing processes included:

* a written institutional plan and planning process
* a written and operational budgeting process including the building of the operating and equipment budget
* written plans for the upkeep of property, facilities growth, and safety/security
* a written plan for the development and revision of curriculum
* a written plan for the development of new academic programs
* a written process for the evaluation of faculty, administrators, and staff
* a written process for the supervision and evaluation of part-time faculty
* a written process for the assignment of faculty load
* a written procedure for orientation of all new employees
* an outline and description of Board of Trustees, administrative, faculty, staff, and student committees
* written processes for the accreditation of specialized academic programs by professional organizations

However, there were five major tasks which needed completion in order to bring the college into compliance and to complete CPCC's overall institutional effectiveness approach. These tasks and progress to date are given below.

To complete an assessment of the college's mission. The college statement of purpose has been rewritten. The new mission is crafted to lead the institution into the twenty-first century and includes sections on educational vision and institutional values. It also includes a description of core students/clients and outcomes/results-- key to providing a solid foundation for planning and evaluation processes.

To review the general education core. The draft of the general education core proposal is complete and the work of the committee is approaching the final stages. A key decision of the committee will be whether CPCC will institute a process to measure cognitive outcomes through a standardized test.

To develop a program evaluation model. An evaluation model for degree-granting academic programs was developed and this will be the basis for a revised academic review model integrated within the larger Institutional Effectiveness Plan. The revised model will be complete by Winter Quarter 1990 with over 12 programs already slated for review in Spring 1991. A model will also be developed for non-degree academic programs and for administrative program review. The required evaluation of the research function will be among the first administrative programs subject for review in academic year 1991-92.

To complete the Educational Master Plan. The Education Master plan is designed to chart the course for further educational program growth and is scheduled for completion by Winter Quarter 1990. The plan is based upon several assessments of community needs and includes an institutional image study. Special attention was given to the planning of educational programs and services at the planned additional campuses.

To develop a plan to document institutional effectiveness. A mission based plan to develop a system for assessing institutional effectiveness (IEP) was developed and implemented. This document is the blueprint by which the assessment activities throughout the institution will be conducted and the subsequent results disseminated.

DEVELOPMENT PROCESS

In winter 1989, a procedural plan to develop an Institutional Effectiveness Plan was endorsed by the College Cabinet. The plan was conceived in two phases with Phase 1 being the documenting of educational outcomes and Phase 2 the documentation of administrative outcomes.

Phase 1: Educational Outcomes

Jim Wingate, Vice President of Education, appointed a task force of 33 college faculty and staff to commence Phase 1 and appointed John Quinley, Director of Planning and Research, and Tom Griffin, Dean for Instructional Development and Innovation, as co-chairs. Each academic Dean choose three to four members from their staffs and the President of the Faculty Senate and a member of the Research and Planning Staff were added to complete the task force (See Table 1). The task force was then divided into an instructional group (career, transfer, basic skills) and an instructional support group (learning resources, student services, instructional development and innovation). The entire task force met twice and each sub-group met seven times over the spring, summer, and fall of 1989.

Phase 2: Administrative Outcomes

Phase 2 included the business, staff, and organizational development components of the college (See Table 2). John Harper, Vice President of

Business and College Services had already developed an extensive program of documentation for his area. This work was organized to conform with the adopted structure of the IEP plan. The Business and College Services staff reviewed the plan and subsequent revisions were incorporated. Similarly, Nick Gennett, Vice President for Student, Staff, and Organizational Development and his staff served as the task force for the staff and organizational components of the plan (the student services section was completed as part of the educational section).

Table 1

Phase 1
Documenting Educational Outcomes

IEP Task Force Membership
Jim Wingate
Vice-President for Education

Academic Instruction

David Hunter	Dean, Arts and Sciences
Mitch Hagler	Assistant Dean, Arts and Sciences
Carolyn Allred	Department Head, HPE & Recreation
Larry Stearns	Instructor, Science Department
Cliff Hammond	Director, Early Childhood Associate Program
Dallas Garrett	Dean, Business, Health and Technology
Shirley Luckadoo	Department Head, Business Administration
Ted Bost	Director, Auto Technology Program
George Timblin	Department Head, Technology
Janet Chernega	Department Head, Allied Health
Sandra Lare	Program Coordinator, Co-op Education
Lois Dixon	Dean, Corporate & Continuing Education
Nancy Cheshire	Director, Health/Medical
John Duncan	Director, Industrial Technology
Norman Petty	Director, Business/Office/Computer Training
Aris Pennington	Director, Community Services

Academic Support

Mel Gay	Dean, Student Development
Debbie Templeman	Counselor, Counseling Services
Jane Rochester	Coordinator, Learning Disabilities Consortium
Kent Eargle	Director, Special Projects
Tom Griffin	Dean, Instructional Development & Innovation
Tim Songer	Director, Project Ready
Don Ambrose	Director, Media Production
Dennis Cudd	Director, Instructional Telecommunications
Renee Westcott	Dean, Learning Resources
Lane Grann-Stahl	Coordinator, Instructional Services
Carol Schultz	Supervisor, Library Services
Stan Locke	Supervisor, Media Services

Research/Senate

John Quinley	Director, Planning and Research (chair)
Nan Webb	Research Analyst, Planning and Research
Barbara Andrews	President, Faculty Senate

Table 2

Phase 2
Documenting Administrative Outcomes

IEP Task Force Membership

John Harper
Vice President for Business & College Services

Fred Remelius	Manager, Plant Services
Val Cannon	Manager, Financial Services
Harold Walker	Director, Computing Services
Betty Funderburke	Director, Personnel Services
Alan Johnson	Director, Commodity Services
Sol Hellinger	Direcotr, General Services
Fred Adams	Director, Auxilary Services

Nick Gennett
Vice President for Student, Staff, & Organizational Development

Mel Gay	Dean, Student Development
Mike Meyers	Director, Media & Public Relations
John Quinley	Director, Planning & Research
Betty Watson	Director, Resource Development
Carrietta Adkins	Director, Staff Development
Faye Vogelbacher	Marketing & Publications (Acting Director)
Linda Sparrow	Director, Alumni Affairs

Overall Approach

The Phase 1 task force followed four basic steps for each functional mission area. These are listed below:

> **Assessment background information was compiled.** An extensive array of the assessment indicators by mission area and other background information on assessment and institutional effectiveness was compiled. Some of this material was brought back from an assessment conference attended by the academic deans and the Director of Planning and Research.
>
> **Expanded mission statements were developed.** These statements included an overall purpose, a brief historical sketch, an educational vision, and a description of function. The functional description included a brief description of programs, a listing of basic types of students served, a list of core educational results, a description of key external constituencies, and a listing of any unique features.
>
> **An assessment of current valuative practices was conducted.** This was the first time an effort was made to systematically gather all the various types of activities throughout the institution. This information enabled the group to see where there were holes and to explore areas which could be integrated for improved information flow

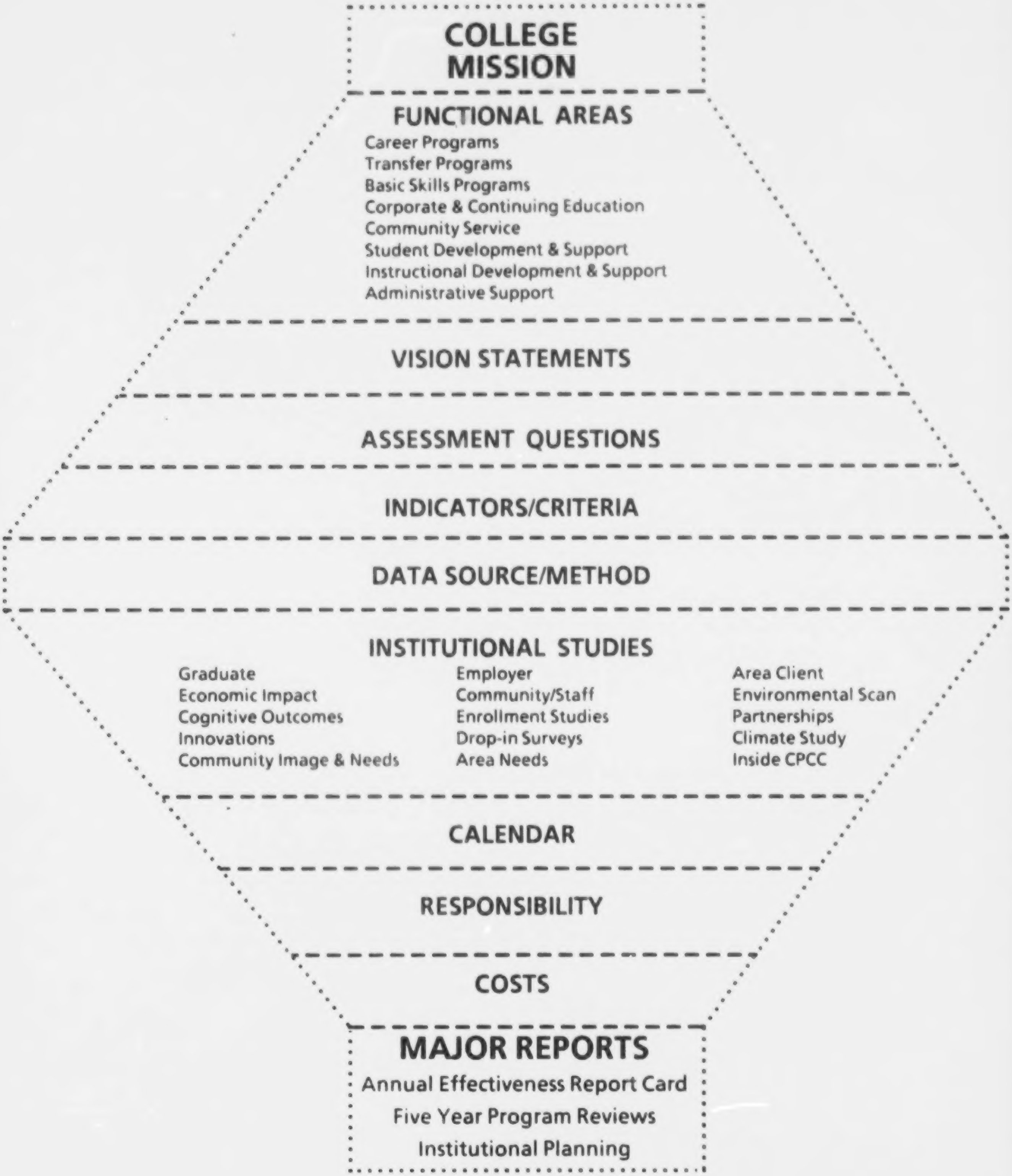
and economy of effort. The assessment included questions on expected outcomes, populations served, sources of information, responsibility for assessment, and time-lines for activities.

Brain-storm lists of effectiveness indicators and possible research methodologies and data sources were developed. The groups were lead through this exercise by using the college's new mission statement. The declarative statements in the mission were rewritten as questions and the IEP groups were asked what evidence would be needed to answer these questions and where could this information be found or how could it be developed. For example, the sentence, "Business, Health, and Technology graduates develop marketable employment skills and college-level academic skills.", was rewritten to ask, "To what extent do Business, Health, and Technology graduates develop marketable employment skills and college-level academic skills?"

This work led to the writing of the IEP chapters, the design of individual studies and data collection processes, the determination of project costs, the assignment of primary responsibility for various tasks, and the conceptualization of major IEP reports. Figure 1 gives the overall conceptual scheme of this effort.

The Deans and Department Heads, meeting as individual units, reviewed and approved the work in their areas. The task force and the College Cabinet then reviewed the work as a whole. The entire process took nine months.

INSTITUTIONAL EFFECTIVENESS PLAN



COLLEGE MISSION

FUNCTIONAL AREAS

- Career Programs
- Transfer Programs
- Basic Skills Programs
- Corporate & Continuing Education
- Community Service
- Student Development & Support
- Instructional Development & Support
- Administrative Support

VISION STATEMENTS

ASSESSMENT QUESTIONS

INDICATORS/CRITERIA

DATA SOURCE/METHOD

INSTITUTIONAL STUDIES

- Graduate
- Economic Impact
- Cognitive Outcomes
- Innovations
- Community Image & Needs
- Employer
- Community/Staff
- Enrollment Studies
- Drop-in Surveys
- Area Needs
- Area Client
- Environmental Scan
- Partnerships
- Climate Study
- Inside CPCC

CALENDAR

RESPONSIBILITY

COSTS

MAJOR REPORTS

Annual Effectiveness Report Card
Five Year Program Reviews
Institutional Planning

Figure 1

PURPOSE

The IEP plan is designed to assess the expected educational results and institutional processes as described in the new college mission statement. The plan follows the current administrative structure of the college (See Appendix A, "Administrative Charts") and addresses the SACS Institutional Effectiveness Criteria and the State's Institutional Effectiveness Blueprint requirements (See Appendix B, "State and Regional Agency Requirements"). Foremost, the plan provides key information for instructional and administrative program improvements and offers input into the institutional planning process. Additionally, the plan provides information geared specifically for the college's varied constituencies, such as the State Board, SACS, local business leaders, and the college's colleagues in education.

The plan is designed to systematically document effectiveness on an institutional, divisional (mission area), and departmental or office level. There are chapters for each functional mission area of the college and a chapter on institutional values. Also included is documentation for the college's various client groups. Client groups include those which are student-centered and those which focus directly on larger entities, such as organizations. This reflects directly on the purpose section of the college's new mission which stresses service to the student and the community. A full description of the various client groups is given within the IEP chapters and in Appendix C. "Description of Clients". Listing by title is given in Table 3.

Table 3
Functional Mission Areas and Client Groups

Career Programs
Traditional Age Career Students
Traditional Age Career/Transfer Students
Older/Working Career Students
Older Adults
Local Business and Industry, Government, & Agencies/Employers

Transfer Programs
Traditional Age Transfer Students
General Education Career Students
Traditional Age Career/Transfer Students
Reverse Transfer Students
Casual Students
Unemployed

Basic Skills Programs
Recent High School Graduates
Returning Adults
High School Dropouts
Illiterate Adults
Immigrants and Students with Limited English Ability

Corporate and Continuing Education
Local Business and Industry, Government, and Agencies/Employees
International Business
Small Business
General Adult Population/Career
General Adult Population/Community Service

Student Development
General Student Body
Evening and Weekend Students
Remote Students
Special Students/Disability
Special Students/Situational
Underprepared Students
Unemployed and Underemployed
Minorities

Instructional Development
General Student Body
Community Members
Special Populations/Disability
Remote Students
Faculty and Staff/Library
Faculty and Staff/Development

Administrative Support
Faculty and Staff
Local, State, and Fed. Govern. /Reaffirmation Organ.
General Public/Regional Bus. and Non-Profit Organ.
General Student Body
Special Students/Disability

Community Service
General Adult Population
Community Organizations

STRUCTURE

The basic format for each chapter includes:

- * a restatement of the appropriate section of the college mission statement
- * a vision for each mission area
- * a description of principal client groups to be served
- * a list of core assessment questions directly from the college mission statement
- * a description of programs/departments
- * a listing of assessment activities and indicators

The activities and indicators section is further divided into institutional/departmental records and studies to be conducted. Data from records is on a quarter or an annual basis and the time frame for studies ranges from annual to once every five years.

The plan includes multiple measures for each indicator; measures reflecting pre-enrollment, enrollment and post-enrollment achievement/status; measures of a quantitative and a qualitative nature; and comparisons across time and institutions. Although not formally part of the current plan, the setting of quantitative targets for some indicators is a logical next step. Quantitative indicators are part of the college's current institutional plan and will be included in future efforts.

The studies represent a wide range of research techniques including telephone surveys, mailed surveys, cognitive tests, case studies, focus interviews, and studies developed from secondary sources. Whenever possible studies are designed to reflect indicators across mission areas and common elements are used across studies. In this way the ratio of the value of the information to the cost of collection is maximized . Table 4 gives a partial list of assessment indicators by type. Table 5 gives a chart of IEP studies by time-sequence, title, and office responsibility. Table 6 gives a calendar for completion for the next five years. (For a brief description of individual IEP studies, see Appendix D, "Description of IEP Studies")

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* CPCC's IEP was based in large part on a publication from the League for Innovation, **Institutional Effectiveness in the Community College**. Several members of CPCC's staff were involved in this effort.

Table 4

Partial List of Assessment Indicators by Type

Students

Enrollments by area
Enrollments by type of student
Class offerings
Full-time equivalent enrollments
Grade distributions
Retention over quarters
Course level progression
Cooperative placements
Student educational goal achievement
Graduation rates
Licensure pass rates
Transfer achievement
Career achievement
Cognitive measurement of graduates
Satisfaction, major and general ed
Satisfaction, support services
Satisfaction, instruction
Satisfaction, campus climate
Satisfaction, community service events
Number of cultural diversity events

Staff/Institution

Adequacy of college leadership
Adequacy of internal communications
Needs of college community
Budget breakdowns
Expenditures per FTE
Results of FTE audits
Results of financial audits
Facilities Usage Ratios
Affirmative Action results
Salary comparisons
Faculty credentials
Extent of staff development
Campus employee awards
Description of campus innovations
Satisfaction with services
Results of program reviews
Office performance indicators (i.e. numbers served, requests completed)
Involvement with community

Community Members and Organizations

Number and nature of partnerships
Companies served
Community service events offered
Volunteer participation
Needs of community/business
Employer satisfaction with career preparation
Employer satisfaction with course/contract
Advisory Committee ratings of programs
Economic benefit of college to community

Table 5

Matrix of IEP Studies & Reports by Type

Title	Time Study	Client Type	Enroll Time	Metho-dology	Measure Type	Primary Responsibility
Corp Course	On-going	Student	After	Survey	Quant	Corp & Cont Ed
Corp Employer/Trainer	On-going	Business	After	Survey	Quant	Corp & Cont Ed
Community Service Client	On-going	Community		Survey	Quant	Departments
Curriculum Devel Process	On-going	Staff		Report	Quant	Committee
New Program Proposal	On-going	All		Report	Both	Departments
Community Service Audience	On-going	Community		Survey	Quant	Departments
Agency Pgm Review	On-going	Government		Report	Quant	Departments
Ad Hoc Studies	On-going	All		Varies	Both	Plan & Research
President's Forum	Quarter	Student	During	Interview	Qual	President
Inside CPCC	Quarter	Community		Report	Qual	Marketing
Small Business Plan	1 yr	Business		Report	Quant	Corp & Cont Ed
Community Service Plan	1 yr	Student		Report	Quant	Corp & Cont Ed
Focused Industry Plan	1 yr	Business		Report	Quant	Corp & Cont Ed
New & Expan Industry	1 yr	Business		Report	Quant	Corp & Cont Ed
Literacy Plan	1 yr	Student	Both	Report	Quant	Departments
Admin, Fac, Staff Eval	1 yr	Staff		Report	Quant	Departments
Std Opinion of Faculty	1 yr	Student	During	Survey	Quant	Academic Depts
Fall Enroll Analysis	1 yr	Student	During	Report	Quant	Plan & Research
Annual Enroll Analysis	1 yr	Student	During	Report	Quant	Plan & Research
Std Opinion of Advisor	1 yr	Student	During	Survey	Quant	Std Dev Dept
Graduate Follow-Up	1 yr	Student	After	Survey	Quant	Plan & Research
Case Studies	1 yr	Student	After	Case St	Qual	Marketing
UNC Transfer	1 yr	Student	After	Report	Quant	Plan & Research
Inst Plan Report	1 yr	Staff		Report	Both	Plan & Research
Innovations	1 yr	Staff		Report	Qual	League Representative
Partnerships	1 yr	Community		Report	Quant	Plan & Research
Affirmative Action	1 yr	Government		Report	Quant	Personnel
Audit/FTE	1 yr	Government		Report	Quant	VP Education
Audit/Financial	1 yr	Government		Report	Quant	VP Bus & Col Serv
Facilities Report	1 yr	Government		Report	Quant	General Services
IEP Report	1 yr	All		Report	Both	Plan & Research
Corp Needs	2 yr	Business		Survey	Quant	Corp & Cont Ed
LRC Std Eval of Serv	2 yr	Student	During	Survey	Quant	Plan & Research
Std Serv Std Eval of Serv	2 yr	Student	During	Survey	Quant	Plan & Research
Cognitive Outcomes	2 yr	Student	After	Test	Quant	Plan & Research
Adult HS Follow-Up	2 yr	Student	After	Survey	Quant	Plan & Research
LRC Needs	2 yr	Staff		Survey	Quant	Learn Res Center
Inst Dev & Innov Needs	2 yr	Staff		Survey	Quant	Inst Dev & Innov
Community/Staff	2 yr	Staff		Survey	Quant	Plan & Research
Inst Dev & Innov/Client	2 yr	Staff		Survey	Quant	Plan & Research
Bus & Coll Serv/Client	2 yr	Staff		Survey	Quant	Plan & Research
Staff & Organ/Client	2 yr	Staff		Survey	Quant	Plan & Research
Employer Follow-Up	2 yr	Business		Survey	Quant	Plan & Research
Focus Groups	2 yr	All		Interv	Qual	Plan & Research
Environ Scan	2 yr	Community		Report	Both	Plan & Research
Staff Climate	3 yr	Staff		Survey	Quant	Plan & Research
Current Student	3 yr	Student	During	Survey	Quant	Plan & Research
Non-Returning Std	3 yr	Student	After	Survey	Quant	Plan & Research
Planning Process Eval	5 yr	Staff		Survey	Quant	Plan & Research
Program Reviews	5 yr	Staff		Report	Both	Departments
Image & Needs	5 yr	Community		Survey	Quant	Plan & Research
Economic Impact	5 yr	Community		Report	Quant	Plan & Research
Mission Review	5 yr	All		Report	Quant	Plan & Research

Table 6

CHART OF IEP STUDIES
1990-91 / 1994-95

Year	Summer	Fall	Winter	Spring
1990-91	Planning Report	Grad. Follow-up Employer Image & Needs Inst. Dev. & Inov./Needs Innovations UNC Transfer	Case Studies Corp Needs Fall Enrollment LRC Std Eval Serv Std. Serv. Std Eval Serv BCS Std Eval Serv	Non-returning Partnerships Program Reviews Inst. Dev. & Inov. Client Staff & Organ. Client Environmental Scan
1991-92	IEP Report Planning Report	Grad. Follow-up Adult HS Graduate LRC Needs Annual Enrollment UNC Transfer Innovations	Case Studies Focus Groups Climate Survey Fall Enrollment Off-Campus Current Std	Cognitive Outcomes Comm./Staff Program Reviews BCS Clients
1992-93	IEP Report Planning Report Economic Impact Planning Eval	Grad. Follow-up Employer Inst. Dev. & Inov. Needs Annual Enrollment Innovations Graduate (Long term) UNC Transfer	Case Studies Current Student Fall Enrollment LRC Std Eval Serv Std. Serv. Std Eval Serv BCS Std Eval Serv Corp Needs	Environmental Scan Partnerships Program Reviews Staff & Organ. Client Inst. Dev. & Inov. Client
1993-94	IEP Report Planning Report	Grad. Follow-up Adult HS Graduate Annual Enrollment LRC Needs Innovations UNC Transfer	Case Studies Focus Groups Off-Campus Fall Enrollment	Cognitive Outcomes Mission Review Program Reviews BCS Clients Com/Staff Non-returning
1994-95	IEP Report Planning Report	Grad. Follow-up Employer Inst. Dev. & Inov. Needs Annual Enrollment Innovations UNC Transfer	Case Studies Current Student Fall Enrollment Std. Serv. Std Eval Serv LRC Std Eval Serv Corp Needs Climate Survey	Non-returning Partnerships Program Reviews Staff & Organ. Client Inst. Dev. & Inov. Client Environmental Scan

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* See Table 5 for ad hoc, ongoing, and other studies and reports.

SUMMARY REPORTS

Although IEP information will be distributed in a variety of ways to several constituencies, the plan does call for three major annual reports.

- Effectiveness Report Card
- Results of Program Reviews
- Institutional Planning: Goals and Accomplishments

The annual Effectiveness Report Card will be prepared as an executive summary for the Board of Trustees and other outside constituencies. The Report Card will also be developed on a functional mission area basis as a detailed report. The Results of Program Reviews report will summarize the recommendations from the various program reviews conducted in the current year. The Institutional (Strategic) Planning report will include both current goals and accomplishments from the previous year.

INSTITUTIONAL EFFECTIVENESS PLAN
Chapter 2
MISSION STATEMENT

Fall 1990
John W. Quinley
Planning & Research

MISSION STATEMENT

CENTRAL PIEDMONT COMMUNITY COLLEGE

PURPOSE

Central Piedmont Community College is an innovative and comprehensive public two-year college with a mission to (1) advance the life-long educational development of adults consistent with their needs, interests, abilities, and efforts; and (2) strengthen the economic, social, and cultural life in the Charlotte-Mecklenburg region of North Carolina.

The College accomplishes this purpose by providing high-quality, flexible educational programs and services which are academically, geographically, and financially accessible, and which meet individual and community needs. This purpose requires a fundamental commitment to teaching excellence and a supportive, caring student environment.

HISTORY

In 1963, Mecklenburg College and the Central Industrial Education Center were merged to establish Central Piedmont Community College, one the first of the 58 colleges in the NC Community College System. The substantial increase in the education and training needs of the community since 1963 have required commensurate expansion of the College's education programs and facilities.

In 1963, there were 23 degree and diploma programs; there now are more than 70, along with a comprehensive literacy program and an extensive array of corporate and continuing education offerings. In 1963, the College occupied the structures formerly used by Charlotte's Central High School; now there is a 33-acre downtown campus and classes are also offered at four area learning centers and more than 200 other sites around the county. Recognizing that the downtown campus is experiencing maximum utilization, the College trustees in 1989 authorized the development of comprehensive off-campus centers in three areas of Mecklenburg County to accommodate the ever increasing needs of the burgeoning Charlotte-Mecklenburg community.

The College's standing among institutions has kept pace with the development of its programs and facilities. It was fully accredited in 1969 by the Southern Association of Colleges and Schools; today many of its programs have special accreditation as well. It became a member of the League for Innovation in 1969, and in 1985 was named as one of the top five of the nation's two-year colleges in teaching excellence.

THE EDUCATIONAL VISION OF CPCC

The CPCC community envisions a future for this growing metropolitan area where there is a strong sense of community and life is rewarding -- a future built upon the full participation and success of all citizens and the best possible use of human, financial, and natural resources. We will take a vigorous leadership role in identifying and addressing the issues which are pivotal in making this vision a reality, for we recognize that our present and future are closely entwined with the health and vitality of the greater Charlotte-Mecklenburg region.

Central to our effort is maintaining excellence as we adapt our comprehensive programs and services to meet the educational needs of a constantly changing, technically advanced, interdependent, and complex world. More than ever before, students need advanced communication and computation skills and the mental receptiveness to acquire and apply knowledge throughout their lives. They also need to develop attitudes which support personal development and ethical understandings which will build community, both regional and global.

CPCC's leadership role requires us to explore new academic and administrative paths in the way we educate and support our students. As we grow and change, we will reflect on our efforts and demonstrate accountability for the proper and wise use of resources. We will pursue new and better ways to assess student learning and experience so that both we and our students can improve our effectiveness.

CPCC's educational vision will be realized in an increasingly diverse community and world. Although diversity presents many challenges, we perceive diversity as a strength. Our students mirror the community, coming to us with differences in educational preparedness and intent, demographic and socio-economic backgrounds, and cultural/ethnic influences. In honoring our commitment to the open-door concept, we are determined to provide the appropriate support which gives meaning to access.

We realize we cannot achieve this vision alone; partnerships with other institutions, in our area and beyond, are critical factors in our success. We believe that building a teaching and learning community "in its broadest and best sense, encompasses a concern for the whole, for integration and collaboration, for openness and integrity, for inclusiveness and self-renewal." (AACJC Commission on the Future of Community Colleges)

FUNCTIONAL AREAS

To carry out CPCC's mission, the College provides educational programs and services in the following areas:

Business, Health, and Technology Programs

The cornerstone of the Community College System in North Carolina is the preparation of students for a first career, career change, and career advancement to meet individual goals and regional needs.

The College provides vocational and technical programs in a broad range of occupational areas. Two-year associate degrees and shorter term diploma and certificate programs are offered. In support of these programs, the College will continue to form major partnerships, fueled by the advances of technology, with business and industry.

Business, Health, and Technology graduates develop marketable employment skills and college-level academic skills. In some cases, these degree programs and classes are transferrable to four-year institutions. Non-degree seeking students reach other career goals such as updating job skills, career advancement, and re-entry into the work force with marketable skills.

Transfer Programs

From its inception, the College has provided the first two years of study in the arts and sciences and pre-professional fields for those students who wish to transfer to four-year colleges with junior status. Students are able to transfer courses or an associate degree to four-year colleges and have the background and skills to succeed in their further studies. Graduates have a foundation in their areas of specialization, have college-level academic skills, and have successfully completed the general education core curriculum.

Basic Skills Programs

Expanding higher education opportunities to populations previously underserved was a founding principle of the community college movement. This open-door policy mandated basic skills programs for underprepared students.

Adult basic education programs provide basic literacy instruction and functional living skills. Adult high school and GED programs assist high school drop-outs and adults in completing high school. Developmental education provides classes for high school graduates who lack college skills.

Although students in these programs have very diverse goals and many students stop short of entry into college-level programs, all basic skills programs are designed to provide the necessary skills and confidence to be successful in the next level of education.

Corporate and Continuing Education

The economic development of the Charlotte-Mecklenburg region is the major thrust of corporate and continuing education. The College provides programs and services specifically designed to meet the training and re-training needs of business and industry and other area organizations as well as meeting individual career goals for the general adult population. The formation of dynamic partnerships with community organizations and business and industry is often a critical component in meeting these needs.

The College also provides programs and services for the general adult population which stress life-long learning in the areas of academic, cultural, social, recreational, and personal development.

Business and industry and other community organizations receive assistance in identifying their training needs and in developing flexible programs and services to meet these needs.

Community Service

Central Piedmont's community service programs are widely known for their responsiveness and high quality in the Charlotte-Mecklenburg region. The College provides a wide range of cultural and artistic events, speakers, professional and technical assistance, and civic education as well as the use of College facilities.

Student Development and Support

The diversity of the student body has made the student development and support area more critical than ever. The College provides services for recruitment and enrollment, for academic advising, for career and personal counseling, for student activities, and for special populations including high- risk students. The faculty play a supportive role in these endeavors.

Students receive timely and accurate information about College programs and services and receive assistance in their academic, career, and personal development. The degree to which student support services are effective has a major impact on student success.

Instructional Development and Support

CPCC is a leader among community colleges in instructional development and support. Experimentation and innovation in instruction and the use of alternative instructional delivery systems remain a major focus.

The College provides support for instructors to experiment with non-traditional modes of teaching and learning through classroom research, through the use of technology incorporated into the classroom, and through alternative delivery systems and scheduling. The instructional support area provides library, media, and learning laboratory services which give support to instructors and students to enhance the teaching and learning process.

Administrative Support

CPCC administration provides effective leadership by setting the tone and direction and by granting employees the authority and resources to carry out their duties.

The College efficiently and effectively expends its resources and is committed to maintaining a leadership role in its utilization of personnel and campus facilities. The College provides the organizational support areas of institutional research and planning, staff and resource development, and marketing and community relations. Effective administrative processes allow the College to focus on its primary mission of providing educational programs and services.

INSTITUTIONAL VALUES

Shared values and clear expectations affect how well CPCC succeeds in accomplishing its mission. Based upon this belief, we hold the following institutional values:

Worth and Dignity of the Individual

We believe that each person is important. We appreciate the diversity in the students we serve and in ourselves. We are committed to the policies of equal opportunity and affirmative action for employees. We treat others with respect and fairness.

Individual Growth and Development

We value the talent and abilities of our faculty and staff. We try to bring out the best in our students and ourselves. We believe that meaningful and productive work encourages individual initiative and offers fulfillment. We assist student growth toward productive citizenship, self-direction, and personal responsibility. We encourage professional development and growth for all employees.

Accessibility

We recognize that many diverse barriers hinder student access to educational opportunities. We are committed to recruit and provide services to populations traditionally underserved by higher education because of these barriers. In this endeavor, innovation and technology play key roles.

Excellence

We value a job well done and believe that each individual strives for excellence. We aim for the highest level of professionalism, competence, and productivity as standards for our college. We aim for responsible participation and high achievement as standards for our students.

Innovation

We value the flexibility and diversity of our human resources and realize that there are varied approaches in carrying out our mission. We promote innovation and responsible experimentation.

Community

We believe that a strong and vibrant community can only be built on the full participation and success of all of its citizens within a healthy natural environment. This concept encompasses our local community and the larger state, national, and global communities. We value relationships with other institutions in our region and beyond and recognize the need to work together and avoid unnecessary duplication of effort in our common goal to reach the total population.

Accountability

We recognize that we hold the institution in trust for the citizens of Charlotte-Mecklenburg, serving as stewards for our human, financial, and physical resources. We are accountable for our use of these resources to reach our mission. We document our progress in an on-going program of institutional effectiveness and use the results of assessment to improve programs and services.

INSTITUTIONAL EFFECTIVENESS PLAN
Chapter 3
CAREER MISSION

James Wingate, Vice President
Dallas Garrett, Dean
Business, Health & Technology

Fall 1990
John W. Quinley
Planning & Research

CAREER MISSION
BUSINESS, HEALTH & TECHNOLOGY PROGRAMS

Dallas Garrett, Dean

MISSION

The cornerstone of the Community College System in North Carolina is the preparation of students for a first career, a career change, and career advancement to meet individual goals and regional needs.

The College provides vocational and technical programs in a broad range of occupational areas. Two-year associate degrees and shorter term diploma and certificate programs are offered. In support of these programs, the College will continue to form major partnerships, fueled by the advances of technology, with business and industry.

Business, Health, and Technology graduates develop marketable employment skills and college-level academic skills. In some cases, these degree programs and classes are transferrable to four-year institutions. Non-degree seeking students reach other career goals such as updating job skills, career advancement, and re-entry into the work force with marketable skills.

VISION

The Business, Health and Technology Programs are in a constant mode of growth and change. The new Advanced Technologies Center opened in the summer of 1990 with new offerings in computer aided design, computer aided manufacturing, computer integrated manufacturing, computer repair, laser/electro optics, networking, and numerous other advanced offerings. CPCC will open a technology transfer center, a problem solving center, and an incubator facility as the Advanced Technologies Center progresses.

CPCC will start new programs in airframe and power plant technology, environment technology, alternative energy, and artificial intelligence within the next few years. Programs such as emergency medical services, materials technology, quality assurance, aerospace technology, textile technology, and cardiovascular technology are also being studied for future potential. CPCC was designated as a criminal justice training center by the state; this type of arrangement will be a common model for the future. There is a need for more self-paced opportunity for students, and much more vocational education for our international students; this need will be addressed in the near future.

CLIENTS

Traditional Age Career Students. Eighteen to twenty-four year-old students who enter college soon after graduating from high school remain a key client for career programs. These individuals are often full-time students and part-time employees. Many are interested in part-time work-study opportunities, cooperative arrangements, or other employment as it relates to their career training while enrolled. Their primary educational goal is to earn an Associate in Science Degree which they will apply to secure full-time employment in their chosen career field.

Traditional Age Career/Transfer Students. These students are similar to the traditional age career students in every way with one exception. The traditional age career/transfer student intends to transfer to a four-year school after completing a degree or courses in a career program specifically designed for transfer while other students intend to transfer general career courses.

Older/Working Career Students. Older students are typically employed full-time in a chosen career and attend college part-time. Their primary reason for attending is to update skills for their current position or to prepare for a different job. For many older/working students, their primary educational goal is to complete individual courses or course clusters which stop short of a college degree.

Older Adults. A slowly increasing clientele for career programs is older adults. Many retirees seek retraining to allow them to have meaningful work activity in their later years, and others are motivated by the desire or need to supplement their retirement benefits or other sources of income.

Local Business and Industry, Government, & Agencies/Employers. (See Corporate & Continuing Ed)

PROGRAMS

Career programs include (1) associate of applied science degree programs, which combine a strong emphasis on career preparation course work with a smaller core of courses in communications, mathematics, and general education and; (2) shorter term diploma and certificates which almost exclusively focus on career courses.

Degree Programs

Accounting and Public Service - Herbert Burns

- Accounting
- Bookkeeping/Clerical
- Insurance
- Correctional and Juvenile Services
- Fire Protection Technology
- Industrial Safety, Security and Health Management Technology
- Law Enforcement Technology
- Basic Law Enforcement Training

Allied Health - Janet Chernaga

- Dental Assisting
- Dental Hygiene
- Medical Assisting
- Medical Records
- Hospital Ward Secretary
- Pharmacy Technology
- Physical Therapist Assistant
- Respiratory Care Technology
- Medical Transcription

Business Administration - Gary Nelson (Acting)

- Business Administration
- Traffic and Transportation
- Postal Service Technology
- Industrial Management
- Business Management
- International Business
- Marketing and Retailing
- Fashion Merchandising
- Banking and Finance
- Real Estate
- Paralegal Technology

Computer and Information Systems - Hoyle Blalock
- Business Computer Programming
- Computer Operations
- Data Entry Operations
- Computer Office Automation

Hospitality Technology - James Cannon
- Food Service Management
- Hotel/Restaurant Management
- Travel and Tourism Technology

Technical Careers - Frank Miller
- Air Conditioning, Heating and Refrigeration
- Air Conditioning, Heating and Refrigeration Technology
- Air Conditioning and Heating Service Technician
- Electrical Installation and Maintenance
- Automotive Body Repair
- Automotive Mechanics
- Automotive Service Technician
- Automotive Technology
- Diesel Vehicle Mechanics
- Graphic Arts - Printing
- Graphic Arts - Printing Management
- Welding

Nursing - Lonell Jones
- Associate Degree Nursing
- Practical Nursing

Office Technology - Dora Johnson
- Administrative Office Technology
- General Office
- Medical Office Technology
- Legal Secretary

Engineering and Advanced Technology - George Timblin
- Architectural Technology
- Civil Engineering Technology
- Computer Engineering Technology
- Electrical Engineering Technology
- Electronics Engineering Technology
- Horticulture
- Horticulture Technology
- Machinist
- Manufacturing Engineering Technology
- Mechanical Drafting
- Mechanical Engineering Technology
- Surveying Technology

Two-Plus-Two-Plus-Two Program

CPCC maintains a close working relationship with the Charlotte-Mecklenburg School System, the University of North Carolina at Charlotte, and other area educational institutions. An excellent example of this collaboration is the articulated career program between CMS, CPCC, and UNCC known as the Tech Prep two-plus-two-plus-two program. This program assists high school students through an integrated career program starting with their junior year at high school, and ending with a two-year degree at CPCC and/or a technical four-year degree from UNCC.

Cooperative Education - Sandra Lare

The opportunity to gain related work experience while attending college is an important educational dimension for many students. The Cooperative Education program provides information and support to assist students in developing work skills, places students, identifies potential cooperative education work opportunities for students in a broad range of career fields, provides a liaison between the college community and employers, and participates in the development of students through classroom teaching.

ASSESSMENT QUESTIONS

1. Are career graduates being adequately prepared for a first career, career advancement, and career change?

2. Are non-completers reaching other goals such as updating job skills, career advancement, and reentry into the work force with marketable skills?

3. Are a reasonable number of students enrolling in and succeeding in career classes?

4. Are degree intent students persisting to completing two-year associate degrees and shorter term diploma and certificate programs?

5. To what extent do graduates develop college-level academic skills and a general education background?

6. What is the success of career graduates who transfer to four-year schools?

7. To what extent are career students and programs meeting the work force needs of business and industry in the region?

8. Is the college successfully engaging major partnerships with regional business and industry in support of career programs? (See Building Community section)

9. Is the college successfully engaging major partnership with other area institutions of higher education and other service providers? (See Building Community section)

10. How effective are students provided opportunities to explore career interests through cooperative education?

ASSESSMENT ACTIVITIES & INDICATORS

Institutional/Departmental Records — Quarter, Annual

Student

- Demographic distribution by program
- Student enrollment status by program, (credit load, time of attendance, placement test score, number of hours completed, recent high school graduates, etc.)

Class

- Total number courses by discipline
- Number registrations by discipline
- Number sections by discipline
- Number open labs by discipline
- Average class size by discipline

FTE	Average annual & budget by program area Student FTE by faculty FTE by discipline Number and type of audit exceptions
Budget	Cost breakdown by division and cost/center (direct instruction, supplies and equipment, other indirect/support)
Grades	Distribution by discipline Success by program In-class attrition rates by discipline
Retention	Fall-Winter-Spring by program* Fall to next year by program
Placements (Co-op)	Number of cooperative placements by curriculum Number employers by type Summary of student performance
Graduation	Completion rate by program Time to completion by program Number of awards by program Licensure test pass rates by program*
Program Review	Number programs developed, modified, terminated Results of required program accreditation

STUDIES

Graduate Follow-up (Short term)		Annual
Graduate Follow-up (Long form)	(See Transfer for additional indicators) Educational goal achievement by program Career achievement by program* Continuing education achievement by program Future career and education plans Satisfaction with overall quality by program Satisfaction with instruction, courses, facilities, equipment, services, procedures Satisfaction with program Satisfaction with general education Satisfaction with campus climate Satisfaction with preparation for job Satisfaction with current employment	Five-Year

* State Critical Success Measure

Business, Health, & Technology Employer Follow-up	Satisfaction with job training/skills,* Satisfaction with nontechnical competence* (communications skills, human relations skills, critical thinking, learning readiness) Comparison, employees without training Willingness to hire additional CPCC graduates Anticipated additional or replacement employees	Two-Year
Cognitive Outcomes Assessment of Graduates	Level of achievement in reading, writing, arithmetic, algebra, advanced mathematics Level of achievement in critical thinking Level of achievement in general education	Two-Year
Non-Returning/Completers with Marketable Skills Students	Same as follow-up Reasons for not returning Future educational plans	Two-Year
Student Opinion Survey	Ratings of instructional delivery and content (for individual and departmental use only)	Annual
Program Review Studies	Internal Review Enrollment trends Faculty credentials Full and part-time and racial mix Adequacy of resources, space, equipment Adequacy of curriculum, syllabus, text Breakdowns of survey research External Review Need for program in region Advisory committee evaluation of program	Five-Year
Economic Impact Study		(See Administrative Support)
Partnerships survey		(See Values)
Staff/Community Involvement Study		(See Values)
Community Image and Needs Study		(See Values)
Environmental Scan Assessment		(See Administrative Support)
Case Studies		(See Stud. Devel. & Support)

* State Critical Success Measure

INSTITUTIONAL EFFECTIVENESS PLAN
Chapter 4
COLLEGE TRANSFER MISSION

James Wingate, Vice President
David L. Hunter, Dean
Arts & Sciences

Fall 1990
John W. Quinley
Planning & Research

TRANSFER MISSION
ARTS AND SCIENCES
(Curriculum Programs)

David L. Hunter, Dean

MISSION

From its inception, the College has provided the first two years of study in the arts and sciences and pre-professional fields for those students who wish to transfer to four-year colleges with junior status. Students are able to transfer courses or an associate degree to four-year colleges and have the background and skills to succeed in their further studies. Graduates have a foundation in their areas of specialization, have college-level academic skills, and have successfully completed the general education core curriculum.

VISION

Ideally, the future for the Arts and Sciences would include upgraded and expanded facilities to meet growing needs; development of a core curriculum for all degree and diploma programs; an expanded menu of foreign language offerings and expanded services to our international population; involvement of more minorities both in the student body and in the faculty and staff; a review and revision of requirements for adult high school completion; stronger articulation agreements with the public school system and with business and industry; resources and training for faculty to become competent and helpful advisors and resources for faculty to upgrade their skills and knowledge in their respective fields.

CLIENTS

Traditional Age Transfer Students. Students eighteen to twenty-four years old are the largest age cohort seeking eventual transfer to a four-year school. They are likely to enroll in introductory courses in mathematics, English and communications, the social sciences, the sciences, and other courses that are directly equivalent to courses in the universities to which they intend to transfer. These students tend to be enrolled full-time and work on a part-time basis. Many students intend to transfer prior to earning an associate's degree.

General Education Career Students. The core of general education courses offered within the Arts and Sciences support career programs as well as transfer. (See Career Programs)

Traditional Age Career/Transfer Students. (See Career Programs)

Reverse Transfer Students. Adding to the complexity are students who begin their college studies in four-year institutions but transfer, for a variety of reasons, to community colleges to complete their first two years of study. A portion of these students are simultaneously enrolled in both a community college and a university.

Casual Students. Courses designed for transfer enroll a host of students attracted to the community college for personal enrichment, skills refreshment, and a variety of other goals other than preparation for transfer and/or degree achievement. Courses in art history, music appreciation, and introductory courses in the sciences and social sciences often attract these casual students.

Unemployed. Chronically unemployed adults are provided prevocational training and counseling, job placement assistance, and opportunities for skills training through the Human Resource Development (HRD) program. Funding for HRD is based solely on the economic performance of its graduates.

Unlike career preparation programs that lead to associate degrees in specific fields, CPCC does not offer transfer programs in specific disciplines. The emphasis is on courses, specified combinations of which lead to a nonspecific, Associate of Arts, Associate in Fine Arts, or Associate in General Education degree. However, students preparing to transfer tend to accumulate courses that meet the requirements of specific disciplines at the transfer institution. Many transfer students bypass the associate's degree unless there is a specific incentive to earn it.

Degree Programs

Behavioral & Social Sciences - Philip Mauldin
Anthropology
General Interest
Geography
History
Political Science
Psychology
Sociology

English & Foreign Languages - Joe Barwick
English
ESL
French
German
Humanities
Philosophy
Russian
Spanish

Health, Physical Education & Recreation - Carolyn Allred
Health
Physical Education And Recreation

Human Resources Development/JTPA - Jeff Sechrist

Human Services - Bradford Reynolds
Fire Science
Human Services

Mathematics - Samuel Reep
Mathematics

Science - James Hall
Biology
Chemistry
Geology
General Interest
Geography
Physics

Visual & Performing Arts - Gene Bryant
Advertising
Art
Dance
Drama
Music
Piano Tuning and Technology
Speech

Core Courses. Core courses in mathematics, English and communications, introductory sciences, social sciences, history, the fine arts, foreign language, and physical education comprise the transfer function in most community colleges. All of these courses are designed to be the specific equivalents of courses in the four-year colleges and universities that their students are likely to attend.

Preprofessional Field Programs. (See two-plus-two program in Career Programs)

High School Programs. CPCC offers two programs which enable students in Charlotte area high schools to take courses at the college. Concurrent Enrollment enables students to take courses for remedial purposes, for high school credit, for personal enrichment, or for college credit. College Experience enables high school seniors to enroll for approved courses at CPCC as part of their high school class schedule. Credits earned may be applied to both high school and college.

ASSESSMENT QUESTIONS

1. To what extent do students who transfer understand the content in the general education core?
2. To what extent do students master content in their areas of specialization?
3. What evidence supports the contention that graduates have developed college-level academic skills?
4. What percentage of students who state transfer as their goal transfer?
5. How successful are transfer students in the four-year institution?
6. To what extent are the unemployed being assisted in developing job skills and attitudes and in finding employment?

ASSESSMENT ACTIVITIES & INDICATORS

Institutional/Departmental Records — Quarter, Annual

Student

Demographic distribution by program,
Student enrollment status by program, (credit load, time of attendance, placement test score, number of hours completed, etc.)
Recent high school graduates enrolled*
Enrollment in High School Programs*

Class

Total number courses by discipline
Number registrations by discipline
Number sections by discipline
Number open labs by discipline
Average class size by discipline

* State Critical Success Measure

FTE	Average annual & budget by program area Student FTE by faculty FTE by discipline Number and type of audit exception	
Budget	Cost breakdown by division and cost/center (direct instruction, supplies and equipment, other indirect/support)	
Grades	Distribution by discipline Success by program In-class attrition rates by discipline Departmental exams	
Retention	Fall-Winter-Spring by program* Fall to next year by program	
Graduation	Completion rate by program (when applicable) Time to completion by program Number of awards by program Licensure test pass rates by program (when applicable)*	
HRD	Number of students served Increase in income Decrease in public assistance Number of students employed Number of students in school Economic impacts	
Program Review	Number programs developed, modified, terminated	
STUDIES		
UNC System Transfer Follow-Up	Number transferring by institution* Achievement measures (academic standing, GPA)* Comparison of achievement with native students and other transfers Breakdowns by major at four-year colleges	Annual
Graduate Follow-up (Short term)		Annual
Graduate Follow-up (Long term)	Number transferring by institution Educational goal achievement by program Completing BA by program (long-term) Career achievement by program (long-term) Continuing education achievement by program Future career and education plans	Five-Year

* State Critical Success Measure

	Satisfaction with overall quality by program Satisfaction with instruction, courses, facilities, equipment, services, procedures Satisfaction with program Satisfaction with general education Satisfaction with campus climate Satisfaction with preparation for transfer Number/percent courses transferred Satisfaction with current employment (long-term)	
Cognitive Outcomes Assessment of Graduates	Level of achievement in reading, writing, arithmetic, algebra, advanced mathematics Level of achievement in critical thinking Level of achievement in general education	Three-Year
Non-Returning Students	Similar to follow-up Reasons for not returning Future educational plans	Two-Year
Student Opinion Survey	Ratings of instructional delivery and content (for individual and departmental use only)	Annual
Program Review Studies	Internal Review Enrollment trends Faculty credentials Full and part-time and racial mix Adequacy of resources, space, equipment Adequacy of curriculum, syllabus, text Breakdowns of survey research External Review Need for program in region Advisory committee evaluation of program	Five-Year
Current Student Survey		(See Student Development)
Economic Impact Study		(See Administrative Support)
Partnerships Survey		(See Values)
Staff/Community Involvement Study		(See Values)
Environmental Scan Assessment		(See Values)
Community Image and Needs Study		(See Values)
Case Studies		(See Student Dev. & Support)

* State Critical Success Measure

INSTITUTIONAL EFFECTIVENESS PLAN
Chapter 5
BASIC SKILLS MISSION

James Wingate, Vice President
David L. Hunter, Dean
Arts & Sciences

Fall 1990
John W. Quinley
Planning & Research

BASIC SKILLS MISSION

ARTS AND SCIENCES

(Basic Skills Programs)

David L. Hunter, Dean

MISSION

Expanding higher education opportunities to populations previously underserved was a founding principle of the community college movement. This open-door policy mandated basic skills programs for underprepared students.

Adult basic education programs provide basic literacy instruction and functional living skills. Adult high school and GED programs assist high school drop-outs and adults in completing high school. Developmental education provides classes for high school graduates who lack college skills.

Although students in these programs have very diverse goals and many students stop short of entry into college-level programs, all basic skills programs are designed to provide the necessary skills and confidence to be successful in the next level of education.

VISION

Ideally, the future for the Arts and Sciences would include upgraded and expanded facilities to meet growing needs; development of a core curriculum for all degree and diploma programs; an expanded menu of foreign language offerings and expanded services to our international population; involvement of more minorities both in the student body and in the faculty and staff; a review and revision of requirements for adult high school completion; stronger articulation agreements with the public school system and with business and industry; resources and training for faculty to become competent and helpful advisors and resources for faculty to upgrade their skills and knowledge in their respective fields. (See Transfer Programs)

CLIENTS

Although the students served by this mission share a common characteristic--underpreparation in basic academic skills, they represent considerable diversity in many other respects. They range in age, level of formal education, native language, soci-economic circumstance, cultural background, and needed skills. The following represent some of the major categories of students served by basic skills programs at Central Piedmont Community College.

> **Recent High School Graduates.** Despite their completion of high school diploma requirements, many recent high school graduates test at reading, writing, and/or mathematic skill levels below what is required for success in introductory college courses in the humanities, social sciences, or physical sciences, in college-level composition courses, or in college level mathematic classes. Some may not have taken the appropriate course work to prepare for specific community college career programs, and thus, require prerequisite courses in mathematics and the sciences.

Returning Adults. Older students returning to college after some period of absence from formal education also find that they need refresher courses in academic skills and prerequisite courses in fields that have changed considerably since they attended high school. This population includes adults who need to relearn skills once mastered as well as those who have never mastered these prerequisite academic skills.

High School Dropouts. A somewhat different group of students include students of various ages who have never completed high school and require considerable remediation in basic skills. These students attend for purposes ranging from maintaining job skills in an increasingly demanding work force to re-entering the workforce in order to improve their economic circumstances. Many in this group are students whose goals are simply to complete high school, rather than to pursue any form of postsecondary education. These students typically have a history of failure at school and many have weak and/or unrealistic self images and career aspirations.

Illiterate Adults. A specific subset of students served by community college programs are adults who are functionally illiterate. The great majority of these students are concentrated among the economically disadvantaged and a disproportionate number are from minority groups. The extent of the problem has been magnified by a changing economy that has decimated previously higher-paying but semi-skilled jobs in the manufacturing sector, leaving many middle-aged or older workers with marginal skills unable to retrain successfully for more demanding jobs. The personal and social costs of illiteracy are tragic and the correlation between social problems and illiteracy is clear.

Immigrants and Students with Limited English Ability. A small but rapidly increasing group of students are recent immigrants from Latin America, Asia and the Pacific Rim, the Middle East, Africa, and Eastern Europe. Central Piedmont has one of the largest populations of international students among community colleges nationally. Instruction in English as a second language is a common need among this diverse population, and many require an orientation to American laws, the nation's economic system, and various aspects of living independently in modern American society. Although some of these students may share similar problems with the general underprepared population, others have strong academic backgrounds, professional and job skills, and clear educational and career goals. On the other end of the spectrum, recent immigrants from impoverished lands not only may require English language instruction in reading and writing but may also be illiterate in their native tongues.

PROGRAMS

Advancement Studies - Claude Williams

Often called developmental education, Advancement Studies is designed for recent high school graduates and older adults who intend to enroll in college level courses but lack college-level skills in reading, writing, and mathematics. Developmental education also addresses students who lack knowledge in courses which require high school prerequisites such as chemistry or biology. Traditional classroom and self-paced laboratory methods of instruction are used. This is supplemented by tutoring and instructional technology to assist and/or manage instruction in basic skills.

GED and Adult High School Programs - Ellanor Graves
GED and the adult high school program assist recent high school drop-outs and older adults in completing high school. The adult high school program typically uses the traditional classroom approach, and diplomas are granted by the local high school district. GED programs are primarily self-paced with the state issuing a high school equivalency diploma based on passing the Department of Education national exam.

Adult Literacy/ABE Programs - Cynthia Johnston
Adult basic education programs are designed to combat adult illiteracy. These are offered in a host of arrangements including small classes and one-on-one tutoring offered on campus and through outreach centers in libraries, shopping malls, local high schools, and the workplace. CPCC is a national leader in the use of computer based instruction in this area. Literacy programs are aimed at developing skills to the eighth grade level or higher. Another aim is the improvement of functional literacy skills which include the ability to perform basic tasks such as writing checks or reading basic directions which are essential to functioning adequately in modern society. Another component of ABE is literacy instruction for international students which include amnesty applicants, immigrants, and refugees.

ESL Programs - Joe Barwick
Methods at CPCC for teaching English as a Second Language or ESL vary (see also VESL in Business, Health & Technology). Programs at CPCC combine the traditional classroom with a required language laboratory for credit classes.

Compensatory Education - Alice Bostic
Adults over 17 years of age who are certifiable mentally retarded are eligible for this special state-funded program. Compensatory Education instruction includes a variety of approaches which prepare this special population for employment and independent living according to student's individual potentials.

ASSESSMENT QUESTIONS

1. To what extent has CPCC expanded higher education opportunities to populations previously underserved?

2. How effectively do programs provide basic literacy and functional living skills instruction?

3. To what extent do the adult high school and GED programs assist high school drop-outs and adults in completing high school?

4. What evidence supports the contention that developmental education eases the transition to college-level work for high school graduates who lack appropriate academic skills?

5. How effectively does the compensatory education program assist students in employment and independent living?

6. To what extent are international students assisted in English skills and an orientation to American life?

7. What evidence supports the contention that all basic skills programs provide the necessary skills and confidence to be successful in the next level of education?

ASSESSMENT ACTIVITIES & INDICATORS

Institutional/Departmental Records — Quarter, Annual

Student	Demographic distribution by program,* Student enrollment status by program, (credit load, time of attendance, placement test score, number of hours completed, on-off campus etc.) Number potential students in service area* Number of student drop-outs served* Percent of population served*
Class	Total number courses by discipline Number registrations by discipline Number sections by discipline Number open labs by discipline Average class size by discipline
Volunteers	Number by type of program used and trained Number of tutors and aides
Sites	Number by type of program*
FTE	Average annual & budget by program area Student FTE by faculty FTE by discipline Number and type of audit exception
Budget	Cost breakdown by division and cost/center (direct instruction, supplies and equipment, other indirect/support)
Grades	Distribution by discipline Success by program In-class attrition rates by discipline Movement from grade levels (TABE test)

* State Critical Success Measure

Retention

Fall-Winter-Spring by program*
Fall to next year by program
ABE attendance certificates

Graduation

Number of GED's and AHSD*
Time to completion by program
Number of awards by program
Skills level at 12th grade

Academic Progression

Number continuing to next level* and number to college-level work by program
Success in next level and/or college-level work

Program Review

Number programs reviewed and results

STUDIES

Adult High School Graduate Follow-up — Two-Year

Educational goal achievement by program
Career achievement by program
Continuing education achievement by program
Future career and education plans
Satisfaction with overall quality by program
Satisfaction with instruction, courses, facilities, equipment, services, procedures
Satisfaction with program
Satisfaction with preparation for continuing education
Satisfaction with campus climate
Perception of growth in self-identity, goal clarification, and values

Student Opinion Survey — Annual

Ratings of instructional delivery and content (for individual and departmental use only)

Program Review Studies — Five-Year

Internal Review
Enrollment trends
Faculty credentials
Full/part-time and racial mix
Salary distribution
Adequacy of resources, space, equipment
Adequacy of curriculum, syllabus, text
Breakdowns of survey research

External Review
Need for program in region
Advisory committee evaluation of program

* State Critical Success Measure

Economic Impact Study	(See Administrative Support)
Partnerships Survey	(See Values)
Staff/Community Involvement Study	(See Values)
Environmental Scan Assessment	(See Values)
Community Image and Needs Study	(See Values)
Case Studies	(See Student Dev. & Support)

INSTITUTIONAL EFFECTIVENESS PLAN
Chapter 6
CONTINUING EDUCATION MISSION

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Corporate & Continuing Ed

Fall 1990
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CORPORATE AND CONTINUING EDUCATION MISSION

Corporate & Continuing Education

Lois Dixon, Dean

MISSION

The economic development of the Charlotte-Mecklenburg region is the major thrust of corporate and continuing education. The College provides programs and services specifically designed to meet the training and re-training needs of business and industry and other area organizations as well as meeting individual career goals for the general adult population. The formation of dynamic partnerships with community organizations and business and industry is often a critical component in meeting these needs.

The College also provides programs and services for the general adult population which stress life-long learning in the areas of academic, cultural, social, recreational, and personal development.

Business and industry and other community organizations receive assistance in identifying their training needs and in developing flexible programs and services to meet these needs.

Occupational Extension. The primary thrust of the occupational area is to contribute to the economic development of the Charlotte-Mecklenburg region. This mission is accomplished by providing quality, cost-effective workforce training and retraining geared to the learning styles of adults. The training may be customized on a contract basis to meet the specific requirements of business, industry, public sector and other local agencies. Providing access to effective, relevant educational programs at a variety of times and locations is a major objective. The building of dynamic partnerships with community organizations and business and industry are viewed as desirable and are often critical components in meeting the workplace training needs of the area.

Community Service. The primary mission of community service programs is to design activities which will contribute to the cultural, intellectual, social, personal, civic, and enrichment of the Charlotte-Mecklenburg area. The program seeks to assist adults in the development of new skills and the upgrading of existing skills in an effort to improve the quality of life and in general to provide citizen enrichment throughout life. To carry out this mission, the program area draws upon the intellectual and cultural resources of the college and the community. The program also coordinates with local schools, churches, agencies and associations to foster synergy, maximize community resources and avoid unnecessary duplication of services.

VISION

Corporate and Continuing Education has four major thrusts in carrying out its function as an integral part of the College and the community--occupational extension/job related training, community service, small business and international awareness. The primary thrust in occupational extension is and will continue to be the economic development of the Charlotte-Mecklenburg region. To this end, a new and expanding effort will be the development and establishment of a Workforce Preparedness initiative. This effort will entail serving as an umbrella organization pulling together information about training/retraining resources available in the community and providing a clearinghouse function. Other activities will include acquiring training programs which have proven to be effective with targeted groups. Other essential training programs will be developed and delivered to provide the training and retraining necessary to bridge the gap between skills possessed by the workforce and those required by area business and industry. Another major initiative will be the development and delivery of a package of instructional systems capable of helping totally transform business into quality/performance organizations able to compete successfully in the global marketplace. Specific modules within the package will include: supervision/management skills development--including on-site coaching capabilities, training to implement a top to bottom total quality program, specific technical skills development, and workplace computer skills.

Yet another initiative will be to expand offerings to all health and human services groups. These offerings would encompass new technologies to meet the need for skilled health and human service workers. Partnerships with local health and human service agencies and institutions would continue to be cultivated for the mutual benefit of both parties. A state-of-the-art classroom and learning lab would be available for instruction.

The Small Business Center (SBC) and the International Business Center (IBC) constitute important initiatives as integral services to the community. Each center envisions enhancing and expanding of current programs and services to assist individuals and small and medium size companies to start up and maintain successful operations through offering courses, seminars, referrals and specialized reference libraries. These centers will seek new private sector partnerships and will continue to work closely with state and federal governmental agencies, the chambers of commerce as well as trade associations.

Community Service expects to expand current offerings and add new services particularly to older adults. The plan is to establish the area as a major resource for the aging population and those individuals/organizations that provide services for the elderly. Developing additional partnerships with community organizations/agencies as well as the curriculum divisions of the college are also envisioned. These partnerships will be formed to focus especially on the areas of cultural enrichment, civic concerns and social issues.

In order to fulfill unmet college and community needs and to accommodate anticipated growth, upgraded and expanded facilities are needed. For this purpose a state-of-the-art conference center is envisioned. This center will serve several functions. It will provide space for the Division's regular classes and will house a state-of-the-art conference area to provide for training needs of CCE clients. Facilities will include a teleconference center with satellite sending and receiving capability, several training/conference rooms with the latest in audio visual/video equipment, a Small Business Center and International Business Center designed to provide comprehensive services to the two sectors and a cable/microwave studio to originate business programs to target groups throughout the service area. The center would also include ancillary services needed to support the center including CCE staff personnel and a small break room/luncheon area for use by individuals and groups attending conferences and other center activities.

CLIENTS

Local Business and Industry, Government, and Agencies/Employees. Large and growing markets for Central Piedmont are local business and industry, government, and agencies whose employees need training and retraining. Many organizations need assistance in identifying the specific nature of their training needs as well as flexible, customized courses, seminars, and/or workshops. Here the organization itself becomes as much of a client as the employees/students.

International Business. A fast growing economic section of the Charlotte-Mecklenburg region is international business. International businesses need resource information both in hardcopy and up-to-date computer provided, educational programs, community services (such as speakers) and contacts with CPCC's extensive foreign student population. The International Business Center also works with the curriculum side of the College to create a greater awareness of CPCC's role in a global economy.

Small Business. Small businesses continue to be a major factor affecting the economic growth of the region. Small business owners and potential owners need education and training, up-to-date business resource information, and individual counseling and referral services. These services are offered in collaboration with the Chamber of Commerce, economic development groups, professional and trade associations, universities, along with local, state and federal agencies.

General Adult Population/Career. Many in the general adult population need education to update current skills or to learn new skills related to their personal career goals. Among these are adults who need specific courses related to requirements for CEUs in professional fields.

General Adult Population/Community Service. Another large group in the adult service population seeks courses, seminars, and activities of an avocational or recreational nature. The goal of most of these students is that of self improvement or personal enrichment, although it is possible that some students may learn skills which lead to a career advancement or open doors for new employment opportunities. These include the areas of academic, practical skills, avocational, cultural/civic. The needs of senior adults and immured groups are especially targeted.

PROGRAMS/STAFF

International Business Center - Sally Andrews
Seminars/Courses
Resource Center/Clearinghouse

Small Business Center - Emma Quinn
Seminars/Courses
Resource Center/Clearinghouse

New & Expanding Industry Training - Tom Howard
Customized training programs for job skill requirements

Industrial & Public Service Training - John Duncan
Construction Apprenticeship
Industrial Maintenance Mechanic Apprent.
Residential Contractor Licen.
Customized Technical Manufacturing Skills
Customized Manufacturing In-Plant
Customized Computer Integrated Manufacturing
Electricians
Carpentry
Quality Improvement
Fire Fighter

Health & Related Training - Nancy Cheshire
Nurses Assistant
Health
Physical Therapy
Medical Assisting
Domiciliary
EMT
Nursing
Dental
Day Care

Business & Office Training - Norman Petty
Business Management
Personnel
Office Technology
Management In-Plant
Marketing
Human Relations
Microcomputers

Community Service - Aris Pennington
Academic
Avocational
Practical Skills
Cultural/Civic

Focused Industrial Training - John Duncan
Customized training activities to targeted industries

Workforce Preparedness Initiative - Dianne Cates
Long-term action plan for recommendations of Workforce 2000
Development of instructional materials
Community Partnerships
Community Awareness
Delivery of Training

ASSESSMENT QUESTIONS

1. To what extent is Corporate and Continuing Education supporting the economic development of the region by meeting the training and re-training needs of regional business and industry, government, and agencies in the areas of industrial and public service training, health and related training, business and office training, new and expanding industry, and the workforce preparedness initiative?

2. To what extent is Corporate and Continuing Education meeting the educational and informational resource needs of international business?

3. To what extent is Corporate and Continuing Education meeting the educational and informational resource needs of small business?

4. To what extent is Corporate and Continuing Education facilitating career growth of the general adult population through meeting identified needs?

5. To what extent is Corporate and Continuing Education providing for the general adult population programs and services which stress life-long learning in the community service areas of academic, practical skills, avocational, cultural/civic?

6. To what extent is Corporate and Continuing Education forming appropriate dynamic partnerships with community organizations and business and industry?

ASSESSMENT ACTIVITIES & INDICATORS
Institutional/Departmental Records　　　　Quarter/Annual

Organization/Student

Health/Human Services
Number of courses, sections, students
Number of membership/training hours
Number of seminars
Number of co-sponsored activities/partnerships
Number and type of businesses/agencies served
Number of employees served
Number of locations
Number of new offerings

Industrial Technology
Number of courses, sections, students*
Number of membership/training hours
Number of seminars
Number of co-sponsored activities/partnerships
Number and type of businesses/agencies served
Number of employees served
Number of locations
Number of new offerings

International Business
Number of courses, sections, students*
Number of membership/training hours
Number of seminars
Number of co-sponsored activities/partnerships
Number and type of businesses/agencies served
Number of employees served
Number of locations
Number of new offerings
Number of consultations, referrals, presentations

New and Expanding Industry
Number of courses, sections, students*
Number of membership/training hours
Number of seminars
Number of co-sponsored activities/partnerships
Number and type of businesses/agencies served*
Number of employees served*
Number of locations
Number of new offerings

Business and Office
Number of courses, sections, students
Number of membership/training hours
Number of seminars
Number of co-sponsored activities/partnerships
Number and type of businesses/agencies served
Number of employees served
Number of locations
Number of new offerings

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* State Critical Success Measure

Small Business Center

Number of courses, sections, students*
Number of membership/training hours
Number of seminars
Number of co-sponsored activities/partnerships
Number and type of businesses/agencies served
Number of employees served
Number of locations
Number of new offerings
Number of consultations, referrals, presentations*

Community Service

Number of courses, sections, students* (avocational, practical skills, academic, recreational)
Number of membership hours
Number of seminars
Number of co-sponsored activities/partnerships
Number and type of businesses/agencies served
Number of employees
Number of locations
Number of new offerings

Focused Industry

Number of courses, sections, students*
Number of membership/training hours
Number of seminars
Number of co-sponsored activities/partnerships
Number and type of businesses/agencies served*
Number of employees served*
Number of locations
Number of new offerings

Workplace Preparedness Initiative

Number of courses, sections, students
Number of unemployed trained
Number of instructional materials developed
Number of job sites served
Number of partnerships developed
Number of trainers trained

Student	Demographic distribution by program/department including special populations*
FTE	Average annual & budget by program area Number and type of audit exception
Budget	Cost breakdown by division and cost/center (direct instruction, supplies and equipment, other indirect/support)

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* State Critical Success Measure

Program Review	Number courses developed/modified (Small Business Center is reviewed by program "evaluator" from DOC in Raleigh)	
STUDIES		
Corporate & Continuing Education Needs	Current training needs by area Types of training needed	Two-Years
Corporate & Continuing Education Employer/Training Follow-up	Satisfaction with education provided, Satisfaction with administrative aspects, Willingness to contract additional Anticipated additional needs	On-going
Student Course Evaluation Survey	Ratings of instructional delivery and content (for instructor and departmental use only)	On-going
Program Review Studies	Internal Review Enrollment trends Faculty credentials/qualifications Adequacy of resources, space, equipment Adequacy of curriculum, syllabus, text External Review Need for program in region Advisory committee evaluation of program	Five-Year
Partnerships Survey	(See Values)	
Staff/Community Involvement Study	(See Values)	
Community Image and Needs Survey	(See Values)	
Economic Impact Study	(See Values)	
Current Student Survey	(See Student Development)	

* State Critical Success Measure

INSTITUTIONAL EFFECTIVENESS PLAN
Chapter 7
COMMUNITY SERVICE MISSION

James Wingate, Vice President
Lois Dixon, Dean
David L. Hunter, Dean

Fall 1990
John W. Quinley
Planning & Research

THE COMMUNITY SERVICE MISSION

MISSION

Central Piedmont's community service programs are widely known for their responsiveness and high quality in the Charlotte-Mecklenburg region. The College provides a wide range of cultural and artistic events, speakers, professional and technical assistance, and civic education as well as the use of college facilities.

CLIENTS

General Adult Population. The Education Master Plan survey reported that over forty percent of Mecklenburg adults attended a course or event at CPCC. Adults in the general population have a wide range of educational needs which do not fit into a curriculum or extension course format. These include the need to attend cultural and artistic events, to hear speakers on a variety of topics, to receive professional or technical assistance of varying sorts, and to participate in civic education events.

Community Organizations. Local government agencies, nonprofit organizations, and other community groups constitute another key constituent. Community groups, ranging from local theater groups and artists to government agencies, use college facilities and/or request college expertise. In some instances, such as the Summer Theatre and Dance Central, the college is the lead institution for a community group. Administratively, the components of these community service functions are found throughout the college.

PROGRAMS

Since community service functions are offered by several areas of the college and are not the sole function of any area, it is difficult to identify a separate area of the college with primary responsibility for this mission. Instead, the principal administrative areas which offer the greatest number of community services on a regular basis are listed for documentation.

Community Service	Corporate & Continuing Education (Civic & cultural events)*
Regular & Summer Theatre	Transfer Programs
Testing Center	Student Development & Support Programs
Dance Central	Transfer Programs
Artist in Residence	Transfer Programs
Child Care Center	Transfer Programs
Quad (Dinning)	Career Programs
Thursday Concerts	Transfer Programs

* State Critical Success Measure

ASSESSMENT QUESTIONS

1. What evidence is there that CPCC's community service programs are responsive and high quality?
2. How extensive is CPCC's range of cultural and artistic events, speakers, professionals and technical assistance, and civic education?
3. What evidence is there that CPCC provides appropriate use of college facilities?

ASSESSMENT ACTIVITIES & INDICATORS
Institutional/Departmental Records Annual

All Programs
- Number of events and participants by program*
- Listing of events
- Total hours usage*

STUDIES Varies
Community Service Client/Audience
- Extent of use
- Satisfaction with event
- Satisfaction with administrative procedures
- Preferred marketing
- Preferred time, place, format

* State Critical Success Measure

INSTITUTIONAL EFFECTIVENESS PLAN
Chapter 8
STUDENT DEVELOPMENT MISSION

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Student Development Services

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THE STUDENT DEVELOPMENT MISSION
Providing Access and Promoting Student Success

Mel Gay, Dean

MISSION

The diversity of the student body has made the student development and support area more critical than ever. The college provides services for recruitment and enrollment, for academic advising, for career and personal counseling, for student activities, and for special populations including high-risk students. The faculty play a supportive role in these endeavors. Students receive timely and accurate information about college programs and services and receive assistance in their academic, career, and personal development. The degree to which student support services are effective has a major impact on student success.

VISION

The Student Development and Support Division seeks to continue expansion, refinement, evaluation and integration of services within the college. To meet the changing demographics and needs of the community and to further develop innovative practices and programs, the division will continue to seek funding sources to support its mission.

This vision for the future includes the use of the latest technology to facilitate efficiency across the division in registration, assessment, record keeping, student tracking, and assistant devices for students with disabilities. With the proposed move to the Garinger building, it is hoped that a consolidation of services will result in increased accessibility, networking, and flow in service delivery through teamwork.

CLIENTS

General Student Body. The Student Development and Support mission serves the entire student body. All students need timely and accurate information about college programs and services. All students need a helpful and efficient method for college enrollment. Most all students need assistance with academic and career planning. Many students seek inclusion in campus life activities.

Evening and Weekend Students. In addition to the traditional student body, CPCC makes a special effort to serve well-prepared students who cannot attend during morning and afternoon hours on weekdays-generally because of work or family commitments. These efforts include providing a range of support services during the evening and on weekends. Typically, these students are older than traditional college age and attend college part-time.

Remote Students. (See Instructional Development and Support Mission)

Special Students/Disability. CPCC has a long standing commitment to eliminate obstacles that impede access to college programs and services to those who bear handicapping conditions of various kinds. These include students who are hearing impaired, visually impaired, physically disabled, health impaired, emotionally/psychologically impaired, and mentally retarded (see Arts and Sciences for Compensatory Education) Also included are learning disabled students who, although impaired by difficulties with certain types of learning, are by definition average, above average, or superior in intelligence. A variety of services have been tailored to meet the specific needs of each type of disability or impairing condition.

Special Students/Situational. Another group often included in the special student category refers to populations with unique, but normally temporary situational needs such as single parents, displaced homemakers, women in non-traditional occupations and the unemployed and underemployed.

Underprepared Students. (See Basic Skills Mission)

Unemployed and Underemployed Students. (See Basic Skills Mission)

Minorities. Assisting minorities to gain access to and to be successful in college remains an important institutional goal. While not all minorities require any special efforts, the facts are that minority participation is lower than majority, minorities are disproportionally represented among those students underprepared for college work, and minorities tend to be faced with social and economic barriers which mitigate college success. At CPCC the majority of minority students are black with a growing population of Hispanic and international students.

PROGRAMS

Off Campus Programs. (See Instructional Development and Support)

Registration - Alice Cannon
CPCC registers students on campus at designated enrollment periods as well as by telephone, in-class, and off-campus.

Welcome Center - Ann Burnett
The Welcome Center is an all purpose information center which provides course, program, and general college information on a continuous basis for current and prospective students.

Admissions & Records - Mel Gay (Acting)
Recruitment programs are primarily aimed at high school students, working adults and target populations. Minorities, in particular, are recruited. Programs influence students to consider pursuing higher education, orient them to available programs and services, and assist them to develop realistic expectations of college work. These programs are particularly key to the retention of nontraditional and target student groups who may have an incomplete understanding of college expectations. The college maintains student records, conducts transcript evaluation and transmittals, and certifies graduation requirements.

Testing and Assessment - David Rhoden
The process of testing students' entry-level skills in reading, writing, and mathematics in order to recommend or mandate placement into

appropriate courses and/or restrict initial enrollment in selected courses is the primary function of assessment and testing. Assessment and testing also include a testing service for regular classes and an array of other student tests. A further component involves providing consultation and testing services of various kinds to business and industry and the non-profit sector of the region.

Advisement Center - Barbara Andrews
Academic advisement assists students in selecting appropriate courses of study for their educational and career objectives and entry-level skills. An emerging program at CPCC, academic advisement, will largely be the responsibility of the instructional faculty.

Counseling - Vacant
Student success in college programs is often related to nonacademic variables that affect performance. Personal counseling is provided by the professional counseling staff to assist students in developing emotionally and socially. When a need goes beyond a college's ability to respond, referrals are made to appropriate community social service providers. Counseling also includes career development to assist students in making appropriate and realistic career choices.

In addition, counselors serve as lead staff for the **High School Articulation** and **New Student** programs. These programs respectively strengthen ties with the Charlotte-Mecklenburg School System and provide early tailored orientation for new students. And finally, the **Trio Programs**, are grant supported projects to recruit and retain students from disadvantaged backgrounds.

Special Services/Disability - Gus Boukouvalis
The diversity of the CPCC student has made the need for special services even more critical. These include (1) programs for the disabled providing interpreters for hearing-impaired students, various aids for the visually impaired, and mechanical aids to overcome physical disabilities; (2) programs for students with mentally impairment (see Compensatory Education in Transfer Mission) including special assistance for students with learning disabilities.

Multi-skills Center - Lauren Stayer
The Multi-skills Center is one of several programs for the disabled. However, rather than receiving assistance to complete regular curriculum programs, these students complete a specialized program which can lead to employment but does not carry curriculum credit.

Special Services/Situational. CPCC also has a wide array of other programs for unique populations such as displaced homemakers, the unemployed and underemployed, the underprepared (academically and socio-economically), veterans and military personnel, and students wishing to enter professions which are dominated by a single sex.

Financial Aid - Carolyn Pitts
Financial aid is a critical factor affecting success for many students. Students receive help in determining which programs are most suited to their needs and receive assistance in filling out the required forms.

Students are required to complete an application provided by the Office of Education annually, which determines financial need. Financial need is determined by the cost of education, minus all family contributions, equals financial need. CPCC has supplemented these programs with student scholarships and loans with funds raised in the community. Financial aid for veterans and the military is another category of individuals served by financial aid.

Academic Support and Tutoring. CPCC is noted for its range of academic support services, including supplemental instruction, peer and/or professional academic tutors, instructional laboratories and resource centers, faculty mentoring, and other intervention strategies. The academic areas as well as Student Development and Support provide these types of services.

Student Life - Ross Surphlis
CPCC offers extra-and co-curricular campus life programs including a range of sports, student clubs, a film and speaker series, student government activities and multi-cultural and other special events.

Career Exploration Center. Students who are searching for appropriate career paths are given appropriate information and assistance. Special emphasis is on the workplace of the future.

Career Placement. CPCC assists students who complete career education programs to find immediate employment in jobs for which they have been trained. This function serves the needs of business and industry as well as student needs.

ASSESSMENT QUESTIONS

1. To what extent is the general student body using and satisfied with development and support services?

2. To what extent are minorities and targeted groups using and satisfied with development and support services?

3. To what extent are registration and records effectively enrolling students, retaining official records, and responding to student requests?

4. How effectively are services for admission, recruitment, and orientation influencing students to consider pursuing higher education, orientating them to available programs and services, and assisting them to develop realistic expectations of college work?

5. Are placement tests placing students in the appropriate course work? For placement testing, are reasonable accommodations provided for students with disabilities?

6. To what extent are students, staff, and outside clients satisfied with placement and testing services?

7. **Are services for academic advising effectively assisting students in selecting appropriate courses of study for their educational and career objects and entry-level skills?**

8. **How effectively are services for personal and career counseling assisting students to develop emotionally and socially and make appropriate and realistic career choices?**

9. **To what extent are services for financial aid assisting students to find aid programs most suited to their needs?**

10. **Are services for academic support and tutoring helping students to academically succeed?**

11. **To what extent are students satisfied with and participating in student life activities?**

12. **How effectively are career exploration services assisting students to explore the world of work?**

13. **How effective are career placement services assisting students to find employment and develop job seeking skills in areas related to their academic program?**

14. **How effective are services which meet the various needs of special populations of disabled students?**

15. **How effective are services which meet the various needs of special populations (women, veterans, etc.) which have temporary/ situational limiting conditions?**

16. **What evidence is there that the faculty play a supportive role in student development and support endeavors?**

17. **To what extent do support services affect the success of the general student body, minorities and targeted group success?**

ASSESSMENT ACTIVITIES & INDICATORS
Institutional/Departmental Records

Registration

Total registrations by regular, center, in-class, telephone

Admissions & Records

Number of students admitted to programs
Transcriptions evaluated, transcripts sent

Testing & Assessment

Number of instructors using center
Number of classroom tests given
Number of placement and specialized tests given
Number external organizations served
Number of community service tests given
Breakdown of test results

Advisement Center
- Number of students served
- Number of advising sessions

Counseling
- Number of students served by counselor, program code, and type of session
- Number of referrals made

Special Services/Disability
- Number of students by type*
- Number of completers by type
- Number advising sessions by type
- Tutoring sessions by type

Multi-Skills Center
- Number of students by type
- Number of completers by type
- Number advising session by type
- Tutoring sessions by type

Special Services/Situational
- Wider Opportunities for Women*
  - Number enrolled by type
  - Number of completers by type
  - Number advising sessions by type
- Trio-Programs*
  - Number enrolled by type
  - Number of completers by type
  - Number advising sessions by type
  - Tutoring sessions by type
- Unemployed and Underemployed*
  - (See Transfer Mission)

Minorities
- Number enrolled
- Number advised, tutored
- Course completion, retention

Financial Aid
- Number of students by aid type
- Number of awards by aid type
- Total dollars by aid type*
- Percent receive aid
- Annual if aid compared/cost of attendance*

Academic Support & Tutoring
- Number of students by area
- Number of students in labs

Student Life
- Number of clubs by type
- Number of events by type

* State Critical Success Measure

Number of members in clubs
Number participants in events

Career Exploration
Number of students served

Career Placement
Number of inquiries by companies
Number of inquires by students
Number of referrals/placements

STUDIES

Study	Measures	Frequency
Graduate Follow-up (Short Term)		Annual
Graduate Follow-up (Long form)	Satisfaction with student development and support services (overall and for target groups)	Five-Year
Non-Returning/Completers with Marketable Skills	Satisfaction with student development and support services (overall and for target groups)	Three-Year
Current Student Survey	College image Attendance influences Communication preferences Enrollment barriers Expanded background of student (demographic, prior education, travel distance/time, current living arrangement, education of parents, family income) Expanded intent, educational goal Expanded student service awareness, use and satisfaction Campus climate	Three-Year
Student Evaluation of Services	Attitude of staff toward student Availability of service Timeliness of information Accuracy of information	Two-Year
Client Focus Groups	Follow-up of quantitative data in depth plus)	Two-Year
Case Studies	Exceptional cases highlighted (may include print and media)	Annual
Counselor/Faculty Advisor Student Opinion Survey	Attitude toward student Availability of service Timeliness of information Accuracy of information Effect on personal, social, career growth (aggregate data for individual and departmental use only)	Annual

Program Review Studies	Staff credentials Full/part-time and racial mix Salary distribution Adequacy of resources, space, equipment Productivity measures Breakdowns of survey research	Five-Year Cycle
Economic Impact Study		(See Administrative Support)
Partnerships Survey		(See Values)
Staff/Community Involvement Study		(See Values)
Environmental Scan Assessment		(See Values)
Community Image and Needs Study		(See Values)
Case Studies		(See Student Dev. & Support)

INSTITUTIONAL EFFECTIVENESS PLAN
Chapter 9
INSTRUCTIONAL SUPPORT MISSION

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Fall 1990
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INSTRUCTIONAL DEVELOPMENT & SUPPORT MISSION

MISSION

CPCC is a leader among community colleges in instructional development and support. Experimentation and innovation in instruction and the use of alternate instructional delivery systems remain a major focus.

The College provides support for instructors to experiment with non-traditional modes of teaching and learning through classroom research, through the use of technology incorporated into the classroom, and through alternate delivery systems and scheduling. The instructional support area provides library, media, and learning laboratory services which give support to instructors and students to enhance the teaching and learning process.

Instructional Development and Innovation

Tom Griffin, Dean

VISION

In order to improve teaching and learning within the institution, the Instructional Development and Innovation Division will contribute the following actions, strategies, and systems.

The Division will expand its role in providing instructional support through the use of video, microcomputers, and other technologies. Instructional Development and Innovation will also work to extend CPCC's outreach into the community via television, radio, videotapes, and microcomputers. The Division will promote the effective use of these technologies through awareness-building, publicity, support, and training.

Instructional Development and Innovation will conduct annual needs assessments to determine CPCC's strengths and weaknesses in the areas of instructional materials development, telecommunications, and computing technologies; and the Division will use the data to develop project-oriented workplans.

Additionally, Instructional Development and Innovation will identify and develop external resources and partnerships to support instructional development. The Division will expand CPCC's relationships with cable companies, satellite distribution systems, and other carriers. Throughout this process, Instructional Development and Innovation will contribute to the improvement of the institutional environment.

CLIENTS

General Student Body. Students benefit directly through the use of high quality instructional materials and the use of technology in the classroom.

Community Members. The general public's awareness of social, political, and cultural issues are expanded through CPCC community television and radio programming which reaches a potential 150,000 households. Also, tele-conferences and other programs are developed to meet the needs of particular community interest groups.

Special Populations/Disability. Technology plays a critical role in making education accessible to the disabled. Sight impaired are served by the Radio Reading Service and hearing impaired benefit from cable television programming. (See Student Development Programs)

Distant Learners. Geographic location, home and work schedule, difficulties with transportation, and other mitigating factors, make the main-campus remote for many students. Students need both off campus facilities which are closer to home or work and alternate methods of transmitting instruction such as interactive television.

Faculty and Staff/Instructional Development. Increasingly, faculty and staff are turning to instructional development to assist them in delivering instruction through technology, developing instructional materials, and training to use technology. Also, administrators need support in developing and presenting key information to the college's various constituency groups.

PROGRAMS

Instructional Computing - Tim Songer

Microcomputer based software support as it relates to teaching and learning

Macintosh Exploration Center

Media Production - Don Ambrose

Writing, Producing, Consulting
Audio Production
Desktop Publishing
Video Production
Photography
Interactive Classroom TV (production)

Instructional Telecommunications - Dennis Cudd

Radio/Handicapped
Telecourse Development and Delivery
Interactive Classroom TV (development)
Cable TV
Videotext
Teleconferences

ASSESSMENT QUESTIONS

1. What evidence supports the contention that CPCC is a leader among community colleges in instructional development and support?

2. To what extent does the College support experimentation and innovation in instruction and the use of alternate instructional systems?

3. How extensively does the College support instructors to experiment with non-traditional modes of teaching and learning through classroom research, through the use of technology incorporated into the classroom, and through alternate delivery systems and scheduling?

4. What evidence indicates student performance improves with the use of instructional materials presented in media formats?

5. How effectively does the College serve the distant learner through the use of technology?

ASSESSMENT ACTIVITIES & INDICATORS

Institutional/Departmental Records		Quarterly/Annual
Media Production	Number and type of instructional modules	
	Number community television programs	
	Number photography assignments	
	Number graphic assignments	
	Number audio assignments	
	Number of video assignments	
	Number instructional material projects	
Instructional Telecommunications	Number satellite teleconferences	
	CPCC Radio: locally originated programming network programming	
	Cable 30: recorded telecourses, live interactive classes, videotext, locally originated programming, network programming	
Instructional Computing	Number of consultations	
	Number of presentations, workshops, classes	
	Number telecourses	

STUDIES

Instructional Development and Innovation Client Satisfaction Survey		Two-Years
	Satisfaction with services provided	
	Adequacy of resources	
	Future needs	
Instructional Development and Innovation Client Needs Survey		Two-Years
	Extent of use	
	Need for services	
Survey of Radio Audience		Annual
Program Review		Five-Years
	Internal Review	
	Usage trends	
	Faculty credentials	
	Salary distribution	
	Adequacy of resources, space, equipment	
	Breakdown of IEP research	
Partnerships Survey		(See Institutional Values)

INSTITUTIONAL EFFECTIVENESS PLAN
Chapter 10
INSTRUCTIONAL SUPPORT MISSION

James Wingate, Vice President
Renee Westcott, Dean
Learning Resources Center

Fall 1990
John W. Quinley
Planning & Research

INSTRUCTIONAL DEVELOPMENT & SUPPORT MISSION

MISSION

CPCC is a leader among community colleges in instructional development and support. Experimentation and innovation in instruction and the use of alternate instructional delivery systems remain a major focus.

The College provides support for instructors to experiment with non-traditional modes of teaching and learning through classroom research, through the use of technology incorporated into the classroom, and through alternate delivery systems and scheduling. The instructional support area provides library, media, and learning laboratory services which give support to instructors and students to enhance the teaching and learning process.

Learning Resources Center

Renee Westcott, Dean

VISION

Learning Resources Center. The library provides carefully selected materials and flexible, diverse services to aid all levels of students, as well as faculty and staff, in their pursuit of education, research, information and creative recreation. In this overall goal is included the stimulation of all students to develop the skills needed to acquire and apply knowledge throughout their lives. In order to serve all the needs of differing social, economic, and cultural/ethnic groups, the library also actively seeks innovative cooperation and networking with area, regional, and national institutions.

CLIENTS

General Student Body. Students need the Learning Resources enter as a learning tool and resource. Students need assistance in learning how to use a library including finding information and the use of various non-print instructional aides.

Community Members. The general adult community needs the resources of the library as well as professional assistance.

Special Populations/Disability. The LRC provides special accommodations for disabled populations. (See Student Development Programs)

Faculty and Staff/LRC. Faculty depend upon the library to assist in their efforts to keep themselves and their students current in their fields as well as a learning tool. Faculty and staff also depend on the library as a source of resource material in a wide-variety of areas.

Distant Learners. (See Instructional Development and Innovation)

PROGRAMS

Learning Resources Center - Renee Westcott

- Reference/Information
- Interlibrary Loan
- Vertical file
- Acquisitions
- Online Data Searches
- Circulation
- Microforms
- Cataloging

Off Campus Instructional Sites - Renee Westcott

- Lab facilities
- Administrative services
- ITV courses
- Coordination with HS
- Courses
- Testing
- Tutoring
- Scheduling

Media Services - Stan Locke

- Circulation
- Inventory
- Transparencies
- Procurement
- Special Projects, Set-Ups
- Thermal Masters

ASSESSMENT QUESTIONS

1. What evidence is there that the library and media services provide effective services to instructors, students, and the community?

2. Is there evidence that the LRC enhances the teaching and learning process?

3. How effectively does the College serve the distant learner student through off campus sites? Are off campus site services at parity with those on campus?

ASSESSMENT ACTIVITIES & INDICATORS

Institutional/Departmental Records Quarterly/Annual

LRC

- Number of volumes and new acquisitions by type
- Expenditures for books and periodicals
- Expenditures of non-print
- Numbers of materials checked out
- Comparisons with LRA standards*

Media Services

- Number of equipment deliveries

Area Centers

- Number students by type of service
- Number of classes
- Number of telecourses

* State Critical Success Measure

STUDIES

Learning Resources Center Client Survey	Satisfaction with services provided Adequacy of resources Future needs	Two-Year
LRC Student Evaluation of Services	Awareness of resources Extent of use Satisfaction with services Adequacy of resources	Two-Year
Learning Resources Center Department Needs	Future needs by type	Annual
Current Student Survey	(See Student Development Support)	
Off-Campus Center Survey	Awareness of resources Extent of use Satisfaction with services Adequacy of resources Future needs	Two-Year
Program Review	Internal Review Usage trends Faculty credentials Salary distribution Adequacy of resources, space, equipment Breakdown of IEP research	Five-Years
Graduate Follow-up Survey	(See Business, Health, and Technology)	
Partnerships Survey	(See Institutional Values)	

INSTITUTIONAL EFFECTIVENESS PLAN
Chapter 11
ADMINISTRATIVE SUPPORT

John Harper, VP
James Wingate, VP
Nicholas Gennett, VP

Fall 1990
John W. Quinley
Planning & Research

ADMINISTRATIVE SUPPORT

Ruth Shaw, President
John Harper, Vice-President for Business & College Services
Jim Wingate, Vice-President for Education
Nick Gennett, Vice-President for Student, Staff, &
Organizational Development

MISSION

CPCC administration provides effective leadership by setting the tone and direction and by granting employees the authority and resources to carry out their duties.

The College efficiently and effectively expends its resources and is committed to maintaining a leadership role in its utilization of personnel and campus facilities. The College provides the organizational support areas of institutional research and planning, staff and resource development, and marketing and community relations. Effective administrative processes allow the College to focus on its primary mission of providing educational programs and services.

CLIENTS

General Student Body. The condition of the college's physical plant and the efficiency of administrative precesses have a direct effect on the quality of the learning environment for all students.

Special Students/Disability. CPCC's long standing commitment to serve disabled students is evident in the efforts of the administration to approach the ideal of a barrier free environment for all college buildings and administrative processes.

Faculty and Staff. In order to keep the primary focus on providing educational service, CPCC faculty and staff need both direction and support from administrative leadership and efficient administrative processes.

Local, State, and Federal Governments/Reaffirmation Organizations. Local, state, and federal governments and reaffirmation organizations need documented evidence that the college is meeting its obligations as stated in the College's mission and other official policy statements.

General Public/Regional Business and Non-Profit Organizations. The general public, regional businesses, and non-profit organizations need to feel confident that the College is both meeting the appropriate educational needs of the community and serving as a good steward of its financial and human resources.

ASSESSMENT QUESTIONS

1. What evidence is there that CPCC administration provides effective leadership by setting the tone and direction?

2. What evidence is there that CPCC administration grants employees the authority and resources to carry out their duties?

3. What evidence is there that the College efficiently and effectively expends its resources and is committed to maintaining a leadership role in its utilization of personnel and campus facilities?

4. How effective are the areas of institutional research and planning, staff and resource development, and marketing and community relations?

5. What evidence is there that effective administrative processes allow the College to focus on its primary mission of providing educational programs and services?

PROGRAMS

Education Programs

(See Career, Transfer, Basic Skills, Corporate and Continuing Education, and Community Service chapters)

Business & College Services

Vice-President - John Harper

Budgeting & fiscal analysis
Major construction
Risk Management
Internal Audit

Plant Services - Fred Remelius

Maintenance
Grounds
Energy Management
Telephone Operations
Housekeeping
Security/Parking
Minor Construction

Financial Services - Val Cannon

Payroll Disbursements
Accounts Payable Disbursements
Budget Administration
Billing/Collections
Grants/Contracts
Accounting/Reports

Computer Services - Harold Walker

Programming
System Management
Operations
Network Management

Commodity Services - Alan Johnson

Purchasing
Shipping/Receiving
Office Machine Repairs
Central Stores
Equipment Control

Personnel Services - Betty Funderburke

Recruitment
Benefits/Insurance
EEO/AA
Work Study Records
Employee Relations
Classification
Employee Records
Salary Administration
Leave Accounting

General Services - Sol Hellinger
Reprographics
Space Management
Records Management
Mail/Courier
Rental/Leases

Auxiliary Services - Fred Adams
Bookstore
Vending
Food Service

Student, Staff & Organizational Development - Nick Gennett
(See Student Development Mission)

Marketing & Publications - Vacant

Media & Public Relations - Mike Myers
Marketing & Advertizement
Publications
Community Relations

Planning & Research - John Quinley
Institutional Research
Ad Hoc Requests for Information
Institutional Planning
Institutional Reporting

Staff Development - Carrietta Adkins
Leadership Development
Computer Training
Staff Development

Resource Development - Betty Watson
Grant Research
Grant Applications
Grant Training

Alumni Affairs - Linda Sparrow
Membership Development
Special Events

ASSESSMENT ACTIVITIES & INDICATORS

Institutional/Departmental Records — Quarter, Annual

Business and College Services

Financial Services

- Number and type of financial audit exceptions
- Percent of funds expended as allocated by type of budget
- Allocations by functional area
- Number of receipts, disbursements, purchase requisitions, reimbursement reports, budgets transfers, and accounts payable processed
- Allocations by funding source* (state, local, grant, non-government)

Plant Services

- Number of service requests completed
- Number and cost of renovations completed

- Volume with minority business
- Number of security incidents
- Maintenance Plan
- Facilities Plan

Computer Services

- Number of computing requests completed
- Number of major projects completed (new systems, etc.)
- Number of network stations added

Commodity Services

- Number of purchase orders processed
- Number of computer repairs made

Personnel Services

- Number of positions advertised
- Number of applications processed
- Number of positions filled
- Number of minorities by employee type and salary level
- Evaluation of job components, areas needing improvement
- Salary comparisons with SREB and State

General Services

- Square footage of academic facilities to FTE
- Average weekly room hours of instruction in classrooms
- Average weekly room hours of instruction in laboratories
- Number of student station utilization
- Number of xerographic copies
- Number of print jobs completed
- Recycling efforts; number participating and volume of materials

Auxiliary Services

- Number of textbooks sold
- Bookstore sales
- Snack bar sales

Staff and Organizational Development

Marketing & Publications

- Number of major publications
- Number of brochures
- Number of internal newsletters
- Number of Direct Mail programs

Media & Public Relations

- Number of news releases sent/published
- Number of ads by type
- Number of flyers developed

* State Critical Success Measure

Planning & Research
- Number of state, federal and agency surveys completed
- Number of ad hoc requests for information completed
- Number of studies/reports

Staff Development
- Number of participants and dollars by type*
- Number of on campus workshops, seminars, leadership sessions
- Number of membership hours of computer instruction

Resource Development
- Number of grant alerts sent
- Number of grant applications
- Number applications funded
- Total number and dollars by type

Alumni Affairs
- Number of special events
- Number of active members

STUDIES

Business & College Services

Business & College Services Client Survey	Extent of use Availability of service Timeliness of service Overall satisfaction Response to new/key projects	Two-Year
Business & College Services Student Evaluation of Services	Attitude of staff toward students Availability/appropriateness of service Quality of environment Awareness of services	Two-Year
Current Student Survey		(See Student Development)
Graduate Follow-up		(See Career Programs)

Student, Staff, & Organizational Development

Staff & Organizational Development Client Survey		Two-Year

All Administrative Areas

Faculty and Staff Climate Survey	Administrative leadership/management Procedures Policies	Three-Year

* State Critical Success Measure

	Clarity of institutional direction Communication/Involvement Innovation Cultural diversity Success of affirmative action and equal opportunity Perceived adequacy of staff development and promotion opportunities Awards Adequacy of authority and resources Perception of climate for excellence	
Institutional Planning Report	Future plans Previous year results	Annual
Institutional Effectiveness Report	Response to mission assessment questions	Annual
Administrative Program Reviews	Summary of recommendations	Five-Year Cycle
Economic Impact Study	Cost of operation versus economic benefit	Five-Year
Institutional Effectiveness Studies	Host of studies in support of IEP plan	Variable
Program Review Summary	Number & percent reviewed* Number of eligible programs accredited or reaffirmed* Summary of recommendations (See Values)	
Environmental Scan	(See Values)	
Partnerships Survey	(See Values)	
Staff/Community Involvement Study	(See Values)	
Community Image and Needs	(See Values)	
Mission Review	(See Values)	

* State Critical Success Measure

INSTITUTIONAL EFFECTIVENESS PLAN

Chapter 12

INSTITUTIONAL VALUES

Fall 1990
John W. Quinley
Planning & Research

INSTITUTIONAL VALUES

Shared values and clear expectations affect how well CPCC succeeds in accomplishing its mission. Based upon this belief, we hold the following institutional values:

WORTH AND DIGNITY OF THE INDIVIDUAL

We believe that each person is important. We appreciate the diversity in the students we serve and in ourselves. We are committed to the policies of equal opportunity and affirmative action for employees. We treat others with respect and fairness.

ASSESSMENT QUESTIONS

1. How does the College affirm the institutional value of the worth and dignity of the individual?
2. To what extent does the College show appreciation for the diversity in the students we serve and in ourselves?
3. What evidence is there that the College is committed to the policies of equal opportunity and affirmative action for employees?

ASSESSMENT ACTIVITIES & INDICATORS

Institutional/Departmental Records		Annual/Quarter
Special Events/Groups	International students Black students/King holiday League for Innovation Minority program Cultural Diversity Task Force Report Special Services events	
Affirmative Action Report	Number of minorities by employee type Minority student enrollment Volume with minority business (See Administrative Support)	

STUDIES

Current Student Survey	(See Student Development & Support)	Two-Years

Staff Climate Study

(See Administrative Support)
Cultural diversity
Success of affirmative action and equal opportunity

INDIVIDUAL GROWTH AND DEVELOPMENT

We value the talent and abilities of our faculty and staff. We try to bring out the best in our students and ourselves. We believe that meaningful and productive work encourages individual initiative and offers fulfillment. We assist student growth toward productive citizenship, self-direction, and personal responsibility. We encourage professional development and growth for all employees.

ASSESSMENT QUESTIONS

1. To what extent does the College assist student growth toward productive citizenship, self-direction, and personal responsibility?

2. How extensively does the College encourage professional development and growth for all employees?

ASSESSMENT ACTIVITIES & INDICATORS

Institutional/Departmental Records — Annual/Quarter

Counseling

(See Student Development and Support Mission)

Student Life

(See Student Development and Support Mission)

Staff Development

CPCC staff awards and other awards

Salary Comparisons

(See Administrative Support)
Comparisons with SREB, and State

Faculty Qualifications

(See all Instructional Areas & Transfers)

STUDIES

Graduate Follow-Up (Short Term)

(See Career & Transfer)

Graduate Follow-Up (Long Term)

(See Career & Transfer)

Staff Climate Study

(See Administrative Support)

President's Quarterly Student Forum Quarterly
Informal identification of issues

Accessibility

We recognize that many diverse barriers hinder student access to educational opportunities. We are committed to recruit and provide services to populations traditionally underserved by higher education because of these barriers. In this endeavor, innovation and technology play key roles.

ASSESSMENT QUESTIONS

1. To what extent does the College recruit and provide services to populations traditionally underserved by higher education?
2. How does innovation and technology play a role in recruiting and providing services to underserved populations?

ASSESSMENT ACTIVITIES & INDICATORS

Institutional/Departmental Records Annual/Quarter

Remote Students
(See Instructional Development and Support)

Admission, Recruitment, and Orientation
(See Student Development and Support)

Counseling
(See Student Development and Support)

Special Services
(See Student Development and Support)

EXCELLENCE

We value a job well done and believe that each individual strives for excellence. We aim for the highest level of professionalism, competence, and productivity as standards for our college. We aim for responsible participation and high achievement as standards for our students.

ASSESSMENT QUESTIONS

1. How does the College show that a job well done is valued?
2. What evidence is there that the College aims for the highest level of professionalism, competence, and productivity as standards for our college?
3. What evidence is there that the College aims for responsible participation and high achievement as standards for its students?

ASSESSMENT ACTIVITIES & INDICATORS

Institutional/Departmental Records — Annual/Quarter

Staff Development
(See Administrative Support)

Employee Evaluation System
Evaluation of job components
Areas needing improvement

Student Growth
(See Student Support & Development)

STUDIES

Graduate Follow-Up (Short Term)
(See Career & Transfer)

Graduate Follow-Up (Long Term)
(See Career & Transfer)

Climate Survey
Perception of climate for excellence
(See Administrative Support)

INNOVATION

We value the flexibility and diversity of our human resources and realize that there are varied approaches in carrying out our mission. We promote innovation and responsible experimentation.

ASSESSMENT QUESTIONS

1. How effectively does the College promote innovation and responsible experimentation?

ASSESSMENT ACTIVITIES & INDICATORS

Institutional/Departmental Records — Annual/Quarter

League for Innovation
Annual Competition

STUDIES

Campus Innovations — Annual
Description of innovation
Effect on students, staff
Increase productivity
Cost savings

COMMUNITY

We believe that a strong and vibrant community can only be built on the full participation and success of all of its citizens within a healthy natural environment. This concept encompasses our local community and the larger state, national, and global communities. We value relationships with other institutions in our region and beyond and recognize the need to work together and avoid unnecessary duplication of effort in our common goal to reach the total population.

ASSESSMENT QUESTIONS

1. What evidence is there that the College values relationships with other institutions in its region and beyond and recognizes the need to work together to avoid unnecessary duplication of effort in its common goal to reach the total population?

2. To what extent does the college promote a healthy natural environment?

ASSESSMENT ACTIVITIES & INDICATORS

Institutional/Departmental Records — Annual/Quarter

Recycling Report
- (See Administrative Support)
- Number participating
- Volume of materials

Community Service Activities
- (See Community Service)

STUDIES

Partnerships Survey — Annual
- Type of organization served (business, educational, service provided)
- Type of partnership, service
- Numbers served

Staff/Community Involvement Study
- Type of involvement by organization
- Estimation of time

Community Image and Needs Survey — Five-Year
- Recognition
- Participation
- Image
- Educational interest
- Delivery Attractiveness
- Marketing methods/influences
- Educational deterrents

Environmental Scan	Trends & events which offer threats & opportunities based on institutional strengths and weaknesses	Three-Year
Economic Impact Study	Cost of operation versus impact on economic development	Five-Year
Mission Review	Future directions Blueprint for institutions	Five-Year

ACCOUNTABILITY

We recognize that we hold the institution in trust for the citizens of Charlotte-Mecklenburg, serving as stewards for our human, financial, and physical resources. We are accountable for our use of these resources to reach our mission. We document our progress in an on-going program of institutional effectiveness and use the results of assessment to improve programs and services.

ASSESSMENT QUESTIONS

1. How effectively does the College document progress in an on-going program of institutional effectiveness?

2. How extensively does the College use the results of assessment to improve programs and services?

ASSESSMENT ACTIVITIES & INDICATORS

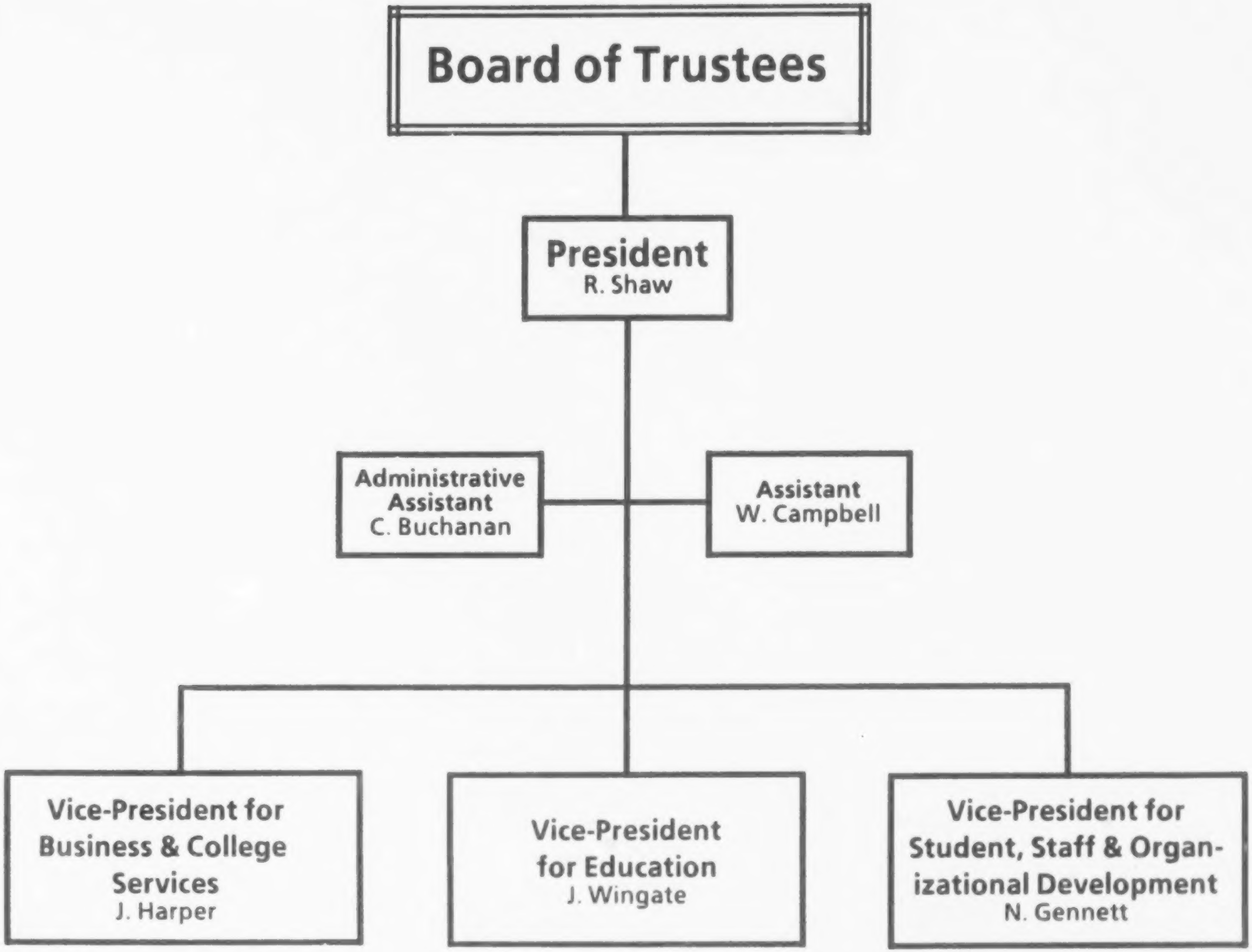
Institutional/Departmental Records		Annual
Audit Summary	Number of exceptions cites by type of category	
Expenditure by FTE	Expenditures by categories	
Program Reviews	All academic and administrative programs	

STUDIES

Institutional Planning Report	(See Administrative Support)
Institutional Effectiveness Studies	(See Administrative Support)
Institutional Effectiveness Report	(See Administrative Support)

INSTITUTIONAL EFFECTIVENESS PLAN
Appendix A
ADMINISTRATIVE CHARTS

Fall 1990
John W. Quinley
Planning & Research



Board of Trustees

President
R. Shaw

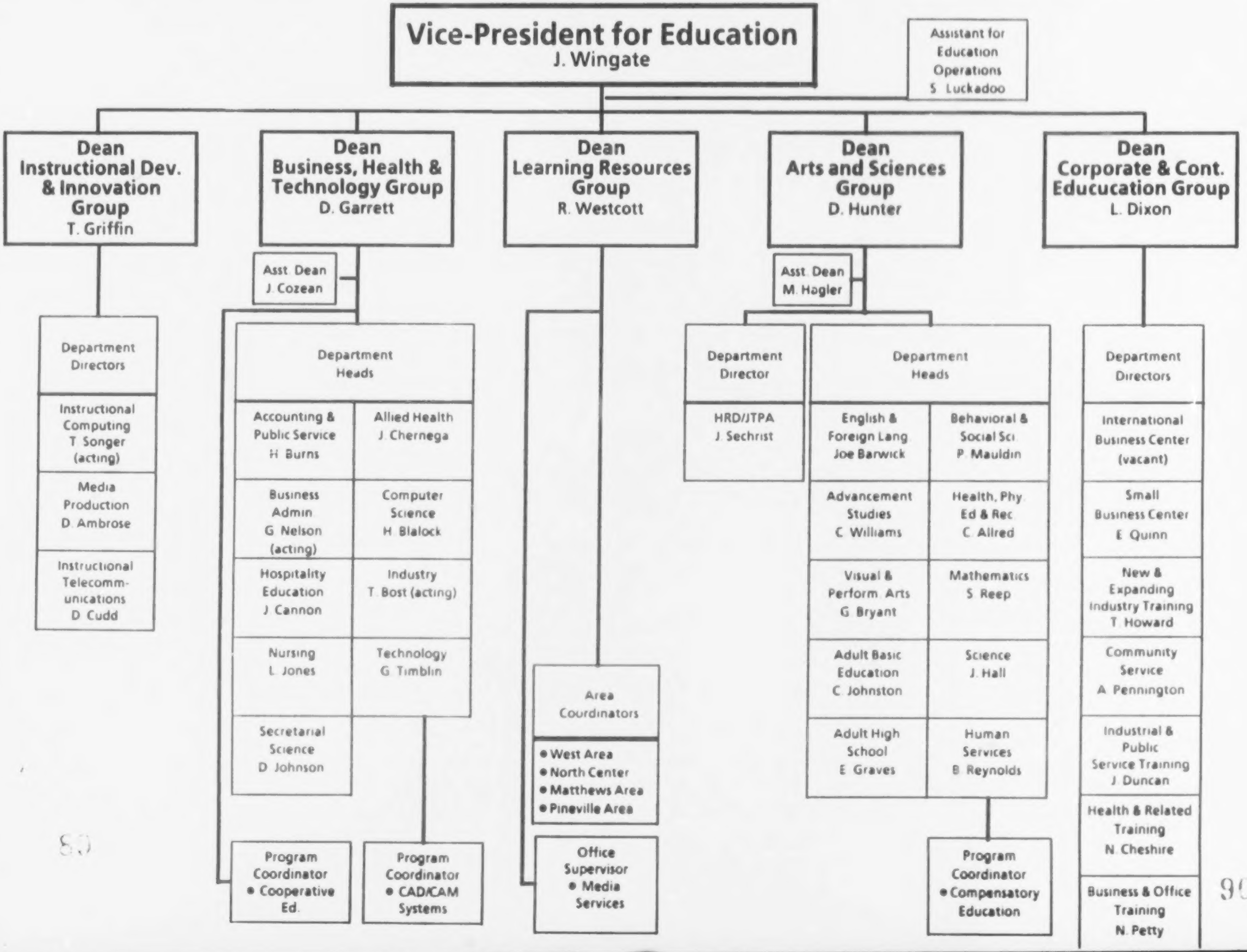
Administrative Assistant
C. Buchanan

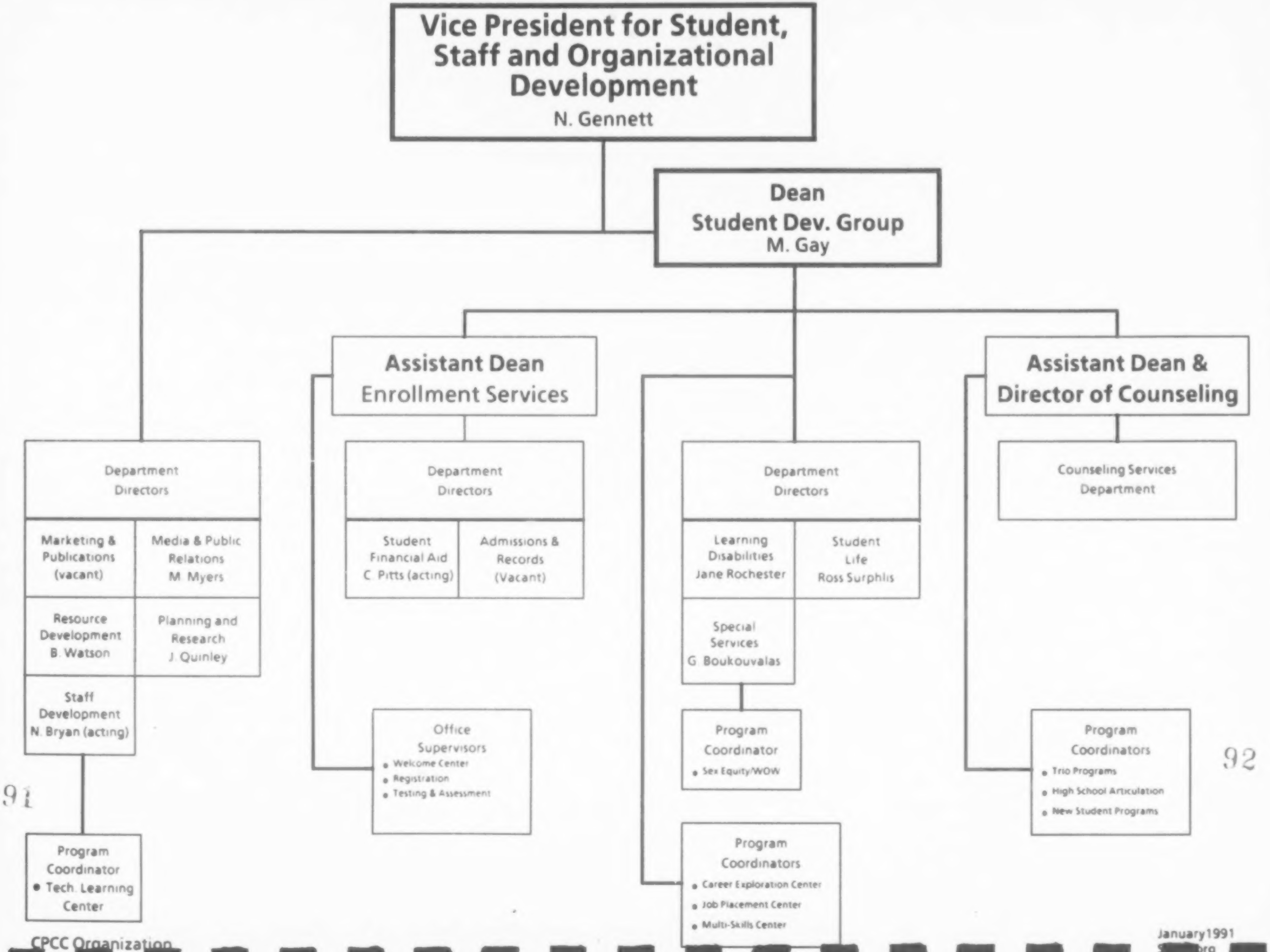
Assistant
W. Campbell

Vice-President for Business & College Services
J. Harper

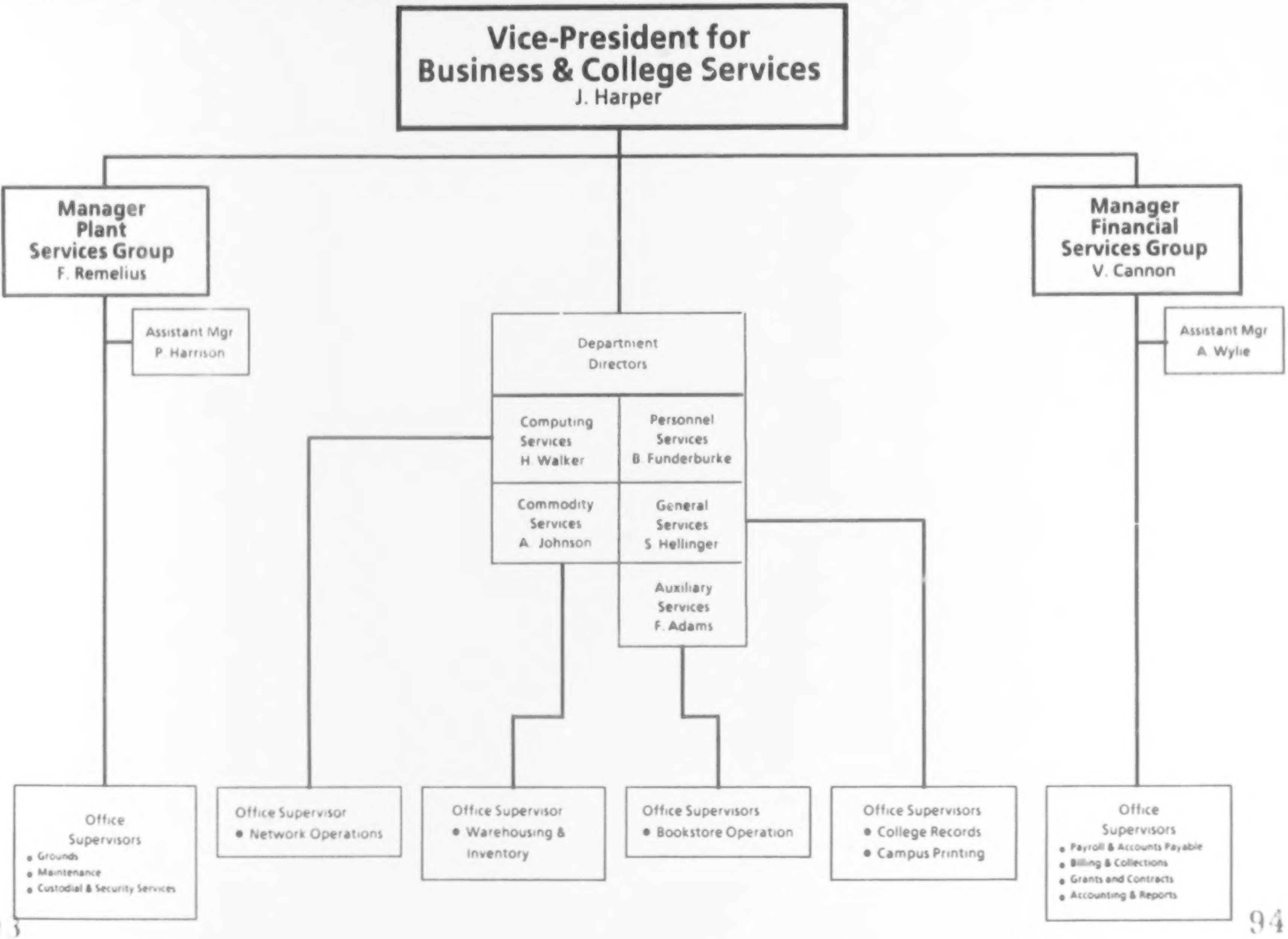
Vice-President for Education
J. Wingate

Vice-President for Student, Staff & Organizational Development
N. Gennett


Vice-President for Education
J. Wingate
Assistant for Education Operations
S. Luckadoo
Dean
Instructional Dev. & Innovation Group
T. Griffin
Department Directors
Instructional Computing
T. Songer (acting)
Media Production
D. Ambrose
Instructional Telecommunications
D. Cudd
Dean
Business, Health & Technology Group
D. Garrett
Asst. Dean
J. Cozean
Department Heads
Accounting & Public Service
H. Burns
Allied Health
J. Chernega
Business Admin
G. Nelson (acting)
Computer Science
H. Blalock
Hospitality Education
J. Cannon
Industry
T. Bost (acting)
Nursing
L. Jones
Technology
G. Timblin
Secretarial Science
D. Johnson
Program Coordinator
• Cooperative Ed.
Program Coordinator
• CAD/CAM Systems
Dean
Learning Resources Group
R. Westcott
Area Coordinators
• West Area
• North Center
• Matthews Area
• Pineville Area
Office Supervisor
• Media Services
Dean
Arts and Sciences Group
D. Hunter
Asst. Dean
M. Hagler
Department Director
HRD/JTPA
J. Sechrist
Department Heads
English & Foreign Lang
Joe Barwick
Behavioral & Social Sci.
P. Mauldin
Advancement Studies
C. Williams
Health, Phy. Ed & Rec
C. Allred
Visual & Perform. Arts
G. Bryant
Mathematics
S. Reep
Adult Basic Education
C. Johnston
Science
J. Hall
Adult High School
E. Graves
Human Services
B. Reynolds
Program Coordinator
• Compensatory Education
Dean
Corporate & Cont. Educucation Group
L. Dixon
Department Directors
International Business Center
(vacant)
Small Business Center
E. Quinn
New & Expanding Industry Training
T. Howard
Community Service
A. Pennington
Industrial & Public Service Training
J. Duncan
Health & Related Training
N. Cheshire
Business & Office Training
N. Petty



- **Vice President for Student, Staff and Organizational Development**
  N. Gennett
  - Department Directors
    - Marketing & Publications (vacant)
    - Media & Public Relations M. Myers
    - Resource Development B. Watson
    - Planning and Research J. Quinley
    - Staff Development N. Bryan (acting)
      - Program Coordinator
        - Tech. Learning Center
  - **Dean Student Dev. Group**
    M. Gay
    - **Assistant Dean Enrollment Services**
      - Department Directors
        - Student Financial Aid C. Pitts (acting)
        - Admissions & Records (Vacant)
      - Office Supervisors
        - Welcome Center
        - Registration
        - Testing & Assessment
    - Department Directors
      - Learning Disabilities Jane Rochester
      - Student Life Ross Surphlis
      - Special Services G. Boukouvalas
        - Program Coordinator
          - Sex Equity/WOW
    - Program Coordinators
      - Career Exploration Center
      - Job Placement Center
      - Multi-Skills Center
    - **Assistant Dean & Director of Counseling**
      - Counseling Services Department
      - Program Coordinators
        - Trio Programs
        - High School Articulation
        - New Student Programs


Vice-President for Business & College Services
J. Harper
Manager Plant Services Group
F. Remelius
Assistant Mgr
P. Harrison
Department Directors
Computing Services
H. Walker
Personnel Services
B. Funderburke
Commodity Services
A. Johnson
General Services
S. Hellinger
Auxiliary Services
F. Adams
Manager Financial Services Group
V. Cannon
Assistant Mgr
A. Wylie
Office Supervisors
• Grounds
• Maintenance
• Custodial & Security Services
Office Supervisor
• Network Operations
Office Supervisor
• Warehousing & Inventory
Office Supervisors
• Bookstore Operation
Office Supervisors
• College Records
• Campus Printing
Office Supervisors
• Payroll & Accounts Payable
• Billing & Collections
• Grants and Contracts
• Accounting & Reports

CPCC Organization

August 1990
Shaw-org

INSTITUTIONAL EFFECTIVENESS PLAN
Appendix B
STATE & REGIONAL REQUIREMENTS

Fall 1990
John W. Quinley
Planning & Research

Guidelines for Institutional Educational Blueprints
North Carolina Community College System

Both the General Assembly and the State Board of Community Colleges took action in the summer of 1989 to require that community college institutions annually submit college institutional effectiveness plans (educational blueprints), tailored to the specific mission of the college, addressing the critical success factors and the goals of the community college system (Chapter 752, Senate Bill 44, Section 80 and State Board minutes of July, 1989).

The development and review of institutional effectiveness plans and the development and reporting of critical success factors are the major new elements in system accountability. Fiscal and program audits will continue and will also be a part of system accountability.

Since the timeframe for compliance with the legislative action was short, the first request for institutional effectiveness plans to be sumitted to the State Board for review was that colleges submit (1) the plans that they were currently operating under, (2) an update of the fiscal restoration plan (first prepared in May, 1989) to reflect the restoration funds actually received from the 1989 General Assembly, and (3) a summary of the colleges' activities addressing Commission on the Future recommendations. These plans were reviewed in September and results of the review reported to the State Board in October, 1989.

The System Planning Committee agreed that guidelines for institutional effectiveness plans which would satisfy the legislative and State Board policies would be developed. These guidelines will apply to the submission of institutional effectiveness plans in 1990.

The System Planning Committee adopted the following principles for development of guidelines:

1. The guidelines should provide for common elements which all plans must contain and should be as similar to the Southern Association of Colleges and Schools requirements as possible.

2. The guidelines should be flexible enough to allow colleges to adopt or continue planning processes or formats which may vary significantly from college to college.

3. The guidelines should be accompanied by examples of different ways to address the requirements.

4. The associated plans (staff development, FIT, Literacy, etc.) should have a common timeframe, insofar as that is possible.

Accordingly, the following are the guidelines for the submission of college institutional effectiveness plans for 1990-91.

GUIDELINES FOR
INSTITUTIONAL EFFECTIVENESS PLANS
North Carolina Community College System

I. Timeframe

For consistency with the system level plan, complete institutional effectiveness plans (educational blueprints) will be submitted by every institution on a biennial basis, in September of even numbered years. Modifications will be submitted in odd numbered years.

II. Requirements for Plans in Even Numbered Years

In even numbered years, the college educational blueprint submitted to the State Board must have the following elements:

A. A statement of institutional purpose (or mission), consistent with the mission of the North Carolina community college system as adopted by the State Board of Community Colleges in September, 1987.

B. A statement of the educational needs of the service area, including the characteristics of the people and businesses to be served, and the types of education and training needed.

C. A projection of long-range needs in the areas of personnel, facilities and equipment.

D. A description of the accomplishments of the college in addressing college and system level goals from previous plans. These will be accounts of ongoing activities as well as of special initiatives of the college. That is, the description should address both accomplishments of ongoing programs and services and accomplishment of special strategic or one-time goals.

E. A statement of the institution's goals and short range (one to two year) objectives, consistent with, and where applicable cross-referenced to, system level goals and objectives. The college's goals need not be indentical to system level goals, but each college must show how it will address the priorities of the State Board.

Each college's plan should address educational programs, faculty, administrative services, student services, learning resources, marketing, staff development, community service, literacy, and, where applicable, small business and Focused Industrial Training. A separate section of the plan may be devoted to some or all of these areas, or they may be integrated into the college's overall plan (except in the case of literacy, where a separate plan must be submitted, according to the guidelines issued by the Department). If these plans are incorporated into the overall plan, where applicable, the plan must include a description of the services to be offered and the people and/or businesses to be served by the program.

G. A description of the college's procedures for planning and evaluation, including:

1. A description of procedures for planning, including how the college establishes its goals, who is involved, the timeframe for completion of a planning cycle, and how evaluation results are used to revise goals and purpose.

2. Evaluation procedures, including, but not limited to:

    a. The educational program review cycle anticipated, and a list of programs which have been reviewed.

    b. The procedures for review of other college functions, such as student services and community service programs.

    c. The methods the college is using to address the state level critical success factors. Note: In 1990, the critical success factors consist of data which can be compiled by the Department without data from the colleges other than that already being reported. Therefore, the colleges do not need to respond to this item in 1990. However, the Planning Committee is working on a revision of the critical success factors that could result in a change in the reporting requirements necessary.

III. Requirements for Plans in Odd-Numbered Years

In odd-numbered years, at a minimum the college educational blueprint shall consist of:

A. Any substantive changes in the college's purpose, goals, planning and evaluation processes.

B. A description of external and internal events which have affected the long-range plans of the college, and what those effects have been.

C. Accomplishments of the college in addressing system level priorities, goals and objectives.

Glossary of Terms

Commission on the Future report and recommendations:

Gaining the Competitive Edge is the document resulting from the work of the 23-member Commission on the Future of the North Carolina Community College System chaired by Sherwood Smith, and adopted by the State Board in March, 1989. The document contains 33 numbered recommendations.

Educational Blueprint:

The Community College Educational Blueprint is the plan of addressing the 33 recommendations of the Commission on the Future adopted by the State Board in October, 1989.

educational blueprint:

"Educational blueprint" is the term used to refer to the institutions' own plans in the State Board's policy action of July, 1989 which implemented Senate Bill 44, Section 80 (see "college institutional effectiveness plan," below).

college institutional effectiveness plan

The term "college institutional effectiveness plan" was used in Senate Bill 44 to refer to the institutions' own plans, which should be developed in accordance with the SACS requirements for achieving institutional effectiveness through planning.

restoration plan:

The State Board's budget request for 1989-90, issued in fall, 1989, contained a request for funds to "restore" the system to its earlier fiscal health. The "restoration plan is the plan which each college prepared in May, 1989 for the use of that portion of the "restoration fund" which would go to them should the legislature appropriate the money. The "restoration plans" were updated in September, 1989 to reflect funds actually appropriated.

system level plan:

The system level plan is the result of the System Planning Committee's work. It is submitted to the State Board for action every two years. The first system level plan was entitled Planning for Our Future: Phase I. The Commission on the Future report has, in effect, become the basis for the new system level plan. It has been put into plan format and will go to the State Board for approval in the spring of 1990.

system level goals

The system level goals are set by the State Board and published as part of the system level plan.

system level priorities:

System level priorities are identified by the State Board as part of the ongoing planning process (at any time during the planning cycle). Each college is required to respond to the priorities set by the State Board.

PARAPHRASED "MUST & SHOULD" STATEMENTS OF THE CRITERIA FOR ACCREDITATION

SECTION I. PRINCIPLES AND PHILOSOPHY OF ACCREDITATION

1.3 CONDITIONS OF ELIGIBILITY

16. The institution has a plan, as well as a planning and evaluation process, which addresses its educational, physical and financial growth.

SECTION II. INSTITUTIONAL PURPOSE

MUST

7. Planning and evaluation processes demonstrate that the institution's purpose and role are being fulfilled.

SHOULD

1. Involve the efforts of the faculty, administration and governing board.
2. Study periodically its statement of purpose, taking into account internal changes as well as the changing responsibilities of the institution to its constituencies.

SECTION III. INSTITUTIONAL EFFECTIVENESS

3.1 PLANNING AND EVALUATION

MUST

1. The institution evaluates its effectiveness and uses the results in a broad-based continuous planning and evaluation process.
2. The institution has adequate procedures for planning and evaluation.
3. The institution defines expected educational results.
4. The institution describes how achievement of results will be ascertained.
5. The institution develops and implements appropriate procedures for evaluating effectiveness in the areas of research and public service.

SHOULD

1. Include broad-based involvement of faculty and administration
2. Include the establishment of a clearly defined purpose appropriate to collegiate education

3. Include the formulation of educational goals consistent with the institution's purpose

4. Include the development of procedures for evaluating the extent to which these educational goals are being achieved.

5. Include the use of the results of these evaluations to improve institutional effectiveness.

6. Ascertain periodically the change in the academic achievement of their students.

3.2 INSTITUTIONAL RESEARCH

MUST

6. The institution shows evidence of institutional research designed to support its planning and evaluation functions.

7. The institution uses its research function to engage in continuous study, analysis, and appraisal of purposes, policies, procedures and programs.

8. The institution regularly evaluates its research function.

SHOULD

1. Assign administrative responsibility for carrying out institutional research.

2. Be allocated adequate resources, and those responsible for it should be given access to all relevant information.

SECTION IV. EDUCATIONAL PROGRAM

PREAMBLE

2. All aspects of the educational programs are clearly related to the purpose of the institution.

6. The institution formulates clear and explicit goals for innovative delivery systems and demonstrates that they are consistent with its stated purpose.

7. The institution demonstrates how it will achieve these goals and how it will ensure overall effectiveness and quality.

4.1 UNDERGRADUATE PROGRAM

Undergraduate Admissions (4.1.1)

9. The institution regularly evaluates its admission policies.

Undergraduate Curriculum (4.1.3)

34. The institution defines a process by which curriculum is established, reviewed and evaluated. Such a process recognizes the various roles of the faculty, administration, and governing board.

Undergraduate Instruction (4.1.4)

49. The institution regularly evaluates and collects evidence which demonstrates that efforts are being made to improve instruction.

52. Experimentation with methods to improve instruction is adequately supported and critically evaluated.

53. The evaluation of students reflects concern for quality and properly discerns levels of student performance.

54. The institution periodically studies the effectiveness of instruction.

4.2 GRADUATE PROGRAM

64. The institution.prior to expansion, demonstrates that systematic and timely plans have been developed for the expansion.

Graduate Curriculum (4.2.3)

92. The institution provides for frequent systematic evaluation of graduate curricular offerings, program requirement, and the constructive integration of research with instruction.

Graduate Instruction (4.2.4)

99. The institution provides for a systematic and frequent evaluation of graduate instruction and for the revision of the instructional process based on the results of the evaluation.

4.3 CONTINUING EDUCATION, OUTREACH AND SERVICE PROGRAMS

104. The institution regularly evaluates all of its continuing education programs (both credit and non-credit).

4.4 FACULTY

Faculty Compensation (4.4.3)

136. The institution provides a satisfactory program of faculty compensation. The program includes an annual review of all salaries, based on clearly stated criteria for salary increments.

Faculty Loads (4.4.7)

147. The institution maintains a plan for the equitable and reasonable assignments of faculty responsibilities.

Criteria and Procedures for Evaluation (4.4.8)

148. The institution conducts periodic evaluation of the performance of individual faculty members.

149. The evaluation conducted by the institution includes a statement of the criteria against which the performance of the individual faculty members will be measured. The criteria are known to all concerned.

150. The institution demonstrates that it uses the results of the evaluation in the improvement of the faculty and the educational program.

Part-Time Faculty (4.4.9)

154. The institution provides for appropriate orientation, supervision and evaluation of all part-time faculty.

Graduate Teaching Assistants (4.4.10)

159. All graduate teaching assistants, who have primary responsibility for teaching courses for credit and/or assigning final grades for such course, are directly supervised by a faculty member in the teaching field, receive regular in-service training, and are regularly evaluated.

4.5 CONSORTIAL AND CONTRACTUAL RELATIONSHIPS

165. All consortial or contractual relationships are regularly evaluated.

SECTION V. EDUCATIONAL SUPPORT SERVICES

5.2 LIBRARY

8. The institution regularly and systematically evaluates its library programs to ensure that it is meeting the needs of its users and that its library programs support the programs and purpose of the institution.

Institutional relationships (5.2.4)

25. Such cooperative arrangements are regularly evaluated.

5.5 STUDENT DEVELOPMENT SERVICES

40. The institution regularly evaluates student development services and programs.

SECTION VI ADMINISTRATIVE PROCESSES

6.1 ORGANIZATION AND ADMINISTRATION

1. The administration brings together its various resources and allocates them effectively in order to accomplish institutional goals.

5. The institution periodically evaluates the effectiveness of administrators.

6.3 FINANCIAL RESOURCES

Budget Planning (6.3.3)

27. The institution has an appropriately detailed annual budget.

28. The budget's preparation and execution presents the budget via proper channels to the governing board for final approval.

6.4 PHYSICAL RESOURCES

Building, Grounds and Equipment Maintenance (6.4.2)

50. The institution maintains a plan for the upkeep of its property.

51. The institution maintains the plan on an annual basis.

Safety and Security (6.4.3)

54. The institution maintains and regularly evaluates a comprehensive safety plan.

Facilities Master Plan (6.4.4)

55. The institution maintains in writing a current facilities master plan that provides for the future orderly development of the institution.

INSTITUTIONAL EFFECTIVENESS PLAN
Appendix C
CLIENT GROUPS

Fall 1990
John W. Quinley
Planning & Research

Appendix C

INSTITUTIONAL EFFECTIVENESS PLAN
CLIENT GROUPS

CAREER PROGRAMS

Traditional Age Career Students. Eighteen to twenty-four year-old students who enter college soon after graduating from high school remain a key client for career programs. These individuals are often full-time students and part-time employees. Many are interested in part-time work-study opportunities, cooperative arrangements, or other employment as it relates to their career training while enrolled. Their primary educational goal is to earn an Associate in Science Degree which they will apply to secure full-time employment in their chosen career field.

Traditional Age Career/Transfer Students. These students are similar to the traditional age career students in every way with one exception. The traditional age career/transfer student intends to transfer to a four-year school after completing a degree or courses in a career program specifically designed for transfer while other students intend to transfer general career courses.

Older/Working Career Students. Older students are typically employed full-time in a chosen career and attend college part-time. Their primary reason for attending is to update skills for their current position or to prepare for a different job. For many older/working students, their primary educational goal is to complete individual courses or course clusters which stop short of a college degree.

Older Adults. A slowly increasing clientele for career programs is older adults. Many retirees seek retraining to allow them to have meaningful work activity in their later years, and others are motivated by the desire or need to supplement their retirement benefits or other sources of income.

Local Business and Industry, Government, & Agencies/Employers. (See Corporate & Continuing Ed)

TRANSFER PROGRAMS

Traditional Age Transfer Students. Students eighteen to twenty-four years old are the largest age cohort seeking eventual transfer to a four-year school. They are likely to enroll in introductory courses in mathematics, English and communications, the social sciences, the sciences, and other courses that are directly equivalent to courses in the universities to which they intend to transfer. These students tend to be enrolled full-time and work on a part-time basis. Many students intend to transfer prior to earning an associate's degree.

General Education Career Students. The core of general education courses offered within the Arts and Sciences support career programs as well as transfer. (See Career Programs)

Traditional Age Career/Transfer Students. (See Career Programs)

Reverse Transfer Students. Adding to the complexity are students who begin their college studies in four-year institutions but transfer, for a variety of reasons, to community colleges to complete their first two years of study. A portion of these students are simultaneously enrolled in both a community college and a university.

Casual Students. Courses designed for transfer enroll a host of students attracted to the community college for personal enrichment, skills refreshment, and a variety of other goals other than preparation for transfer and/or degree achievement. Courses in art history, music appreciation, and introductory courses in the sciences and social sciences often attract these casual students.

Unemployed. Chronically unemployed adults are provided prevocational training and counseling, job placement assistance, and opportunities for skills training through the Human Resource Development (HRD) program. Funding for HRD is based solely on the economic performance of its graduates.

BASIC SKILLS PROGRAM

Although the students served by this mission share a common characteristic--underpreparation in basic academic skills, they represent considerable diversity in many other respects. They range in age, level of formal education, native language, soci-economic circumstance, cultural background, and needed skills. The following represent some of the major categories of students served by basic skills programs at Central Piedmont Community College.

Recent High School Graduates. Despite their completion of high school diploma requirements, many recent high school graduates test at reading, writing, and/or mathematic skill levels below what is required for success in introductory college courses in the humanities, social sciences, or physical sciences, in college-level composition courses, or in college level mathematic classes. Some may not have taken the appropriate course work to prepare for specific community college career programs, and, thus, require prerequisite courses in mathematics and the sciences.

Returning Adults. Older students returning to college after some period of absence from formal education also find that they need refresher courses in academic skills and prerequisite courses in fields that have changed considerably since they attended high school. This population includes adults who need to relearn skills once mastered as well as those who have never mastered these prerequisite academic skills.

High School Dropouts. A somewhat different group of students include students of various ages who have never completed high school and require considerable remediation in basic skills. These students attend for purposes ranging from maintaining job skills in an increasingly demanding work force to re-entering the workforce in order to improve their economic circumstances. Many in this group are students whose goals are simply to complete high school, rather than to pursue any form of postsecondary education. These students typically have a history of failure at school and many have weak and/or unrealistic self images and career aspirations.

Illiterate Adults. A specific subset of students served by community college programs are adults who are functionally illiterate. The great majority of these students are concentrated among the economically disadvantaged and a disproportionate number are from minority groups. The extent of the problem has been magnified by a changing economy that has decimated previously higher-paying but semi-skilled jobs in the manufacturing sector, leaving many middle-aged or older workers with marginal skills unable to retrain successfully for more demanding jobs. The personal and social costs of illiteracy are tragic and the correlation between social problems and illiteracy is clear.

Immigrants and Student with Limited English Ability. A small but rapidly increasing group of students are recent immigrants from Latin America, Asia and the Pacific Rim, the Middle East, Africa, and Eastern Europe. Central Piedmont has one of the largest populations of international students among community colleges nationally. Instruction in English as a second language is a common need among this diverse population, and many require an orientation to American laws, the nation's economic system, and various aspects of living independently in modern American society. Although some of these students may share similar problems with the general underprepared population, others have strong academic backgrounds, professional and job skills, and clear educational and career goals. On the other end of the spectrum, recent immigrants from impoverished lands not only may require English language instruction in reading and writing but may also be illiterate in their native tongues.

CORPORATE AND CONTINUING EDUCATION

Local Business and Industry, Government, and Agencies/ Employees. Large and growing markets for Central Piedmont are local business and industry, government, and agencies whose employees need training and retraining. Many organizations need assistance in identifying the specific nature of their training needs as well as flexible, customized courses, seminars, and/or workshops. Here the organization itself becomes as much of a client as the employees/students.

International Business. A fast growing economic section of the Charlotte-Mecklenburg region is international business. International businesses are provided a resource library, educational programs, international computer network, community services (such as speakers) and contacts with CPCC's extensive foreign student population.

Small Business. Small businesses continue to be a major factor affecting the economic growth of the region. Small business owners and potential owners need education and training, up-to-date business resource information, and individual counseling and referral services. These services are offered in colaboration with the Chamber of Commerce, economic development groups, professional and trade associations, universities, along with local, state and federal agencies.

General Adult Population/Career. Many in the general adult population need education to update current skills or to learn new skills related to their personal career goals. Among these are adults who need specific courses related to requirements for CEUs in professional fields.

General Adult Population/Community Service. Another large group in the adult service population seeks courses, seminars, and activities of an avocational or recreational nature. The goal of most of these students is that of self empROVEMENT or personal enrichment, although it is possible that some students may learn skills which lead to career advancement or open doors for new employment opportunities. These include the areas of academic, practical skills, avocational, cultural and civic. The needs of senior adults and immured groups are especially targeted.

COMMUNITY SERVICE

General Adult Population. The Education Master Plan survey reported that over forty percent of Mecklenburg adults attended a course or event at CPCC. Adults in the general population have a wide range of educational needs which do not fit into a curriculum or extension course format. These include the need to attend cultural and artistic events, to hear speakers on a variety of topics, to receive professional or technical assistance of varying sorts, and to participate in civic education events.

Community Organizations. Local government agencies, nonprofit organizations, and other community groups constitute another key constituent. Community groups, ranging from local theater groups and artists to government agencies, use college facilities and/or request college expertise. In some instances, such as the Summer Theatre and Dance Central, the college is the lead institution for a community group. Administratively, the components of these community service functions are found throughout the college.

THE STUDENT DEVELOPMENT MISSION

General Student Body. The Student Development and Support mission serves the entire student body. All students need timely and accurate information about college programs and services. All students need a helpful and efficient method for college enrollment. Most all students need assistance with academic and career planning. Many students seek inclusion in campus life activities.

Evening and Weekend Students. In addition to the traditional student body, CPCC makes a special effort to serve well-prepared students who cannot attend during morning and afternoon hours on weekdays-generally because of work or family commitments. These efforts include providing a range of support services during the evening and on weekends. Typically, these students are older than traditional college age and attend college part-time.

Special Students/Disability. CPCC has a long standing commitment to eliminate obstacles that impede access to college programs and services to those who bear handicapping conditions of various kinds. These include students who are hearing-impaired, visually impaired, physically challenged as well as those with a mental handicap or a learning disabled, health impaired, emotionally/psychologically impaired, and mentally retarded (See Arts and Sciences for Compensatory Education). Also included are learning disabled students who, although impaired by difficulties with certain types of learning, are by definitions average, above average, or superior in intelligence. A variety of services have been tailored to meet the specific needs of each type of disability or impairing condition.

Special Students/Situational. Another group often included in the special student category refers to populations with unique, but normally temporary situational needs such as single parents, displaced homemakers, women in non-traditional occupations and the unemployed and underemployed.

Underprepared Students. (See Basic Skills Mission)

Unemployed and Underemployed Students. (See Transfer Mission)

Minorities. Assisting minorities to gain access to and to be successful in college remains an important institutional goal. While not all minorities require any special efforts, the fact is that minorities' participation is lower than majority, minorities are disproportionally represented among those students underprepared for college work, and minorities tend to be faced with social and economic barriers which mitigate against college success. At CPCC the majority of minority students are black with a growing population of Hispanic and international students.

INSTRUCTIONAL DEVELOPMENT AND SUPPORT

General Student Body. Students benefit directly through the use of high quality instructional materials and the use of technology in the classroom.

Community Members. The general public's awareness of social, political, and cultural issues are expanded through CPCC community television and radio programming which reaches a potential of 150,000 households. Also, tele-conferences and other programs are developed to meet the needs of particular community interest groups.

Special Populations/Disability. Technology plays a critical role in making education accessible to the disabled. Sight impaired are served by the Radio Reading Service and hearing impaired benefit from cable television programming. (See Student Development Programs)

Distant Learners. Geographic location, home and work schedule, difficulties with transportation, and other mitigating factors, make the main-campus remote for many students. Students need both off campus facilities which are closer to home or work and alternate methods of transmitting instruction such as interactive television.

Faculty and Staff/Instructional Development. Increasingly, faculty and staff are turning to instructional development to assist them in delivering instruction through technology, developing instructional materials, and training to use technology. Also, administrators need support in developing and presenting key information to the college's various constituency groups.

LEARNING RESOURCES CENTER

General Student Body. Students need the Learning Resources enter as a learning tool and resource. Students need assistance in learning how to use a library including finding information and the use of various non-print instructional aides.

Community Members. The general adult community needs the resources of the library as well as professional assistance.

Special Populations/Disability. The LRC provides special accommodations for disabled populations. (See Student Development Programs)

Faculty and Staff/LRC. Faculty depend upon the library to assist in their efforts to keep themselves and their students current in their fields as well as a learning tool. Faculty and staff also depend on the library as a source of resource material in a wide-variety of areas.

Distant Learners. (See Instructional Development and Innovation)

ADMINISTRATIVE SUPPORT

General Student Body. The condition of the college's physical plant and the efficiency of administrative precesses have a direct affect on the quality of the learning environment for all students.

Special Students/Disability. CPCC's long standing commitment to serve disabled students is evident in the efforts of the administration to approach the ideal of a barrier free environment for all college buildings and administrative processes.

Faculty and Staff. In order to keep the primary focus on providing educational service, CPCC faculty and staff need both direction and support from administrative leadership and efficient administrative processes.

Local, State, and Federal Governments/Reaffirmation Organizations. Local, State, and Federal governments and reaffirmation organizations need documented evidence that the college is meeting its obligations as stated in the College's mission and other official policy statements.

General Public/Regional Business and Non-Profit Organizations. The general public and regional business and non-profit organizations need to feel confident that the College is both meeting the appropriate educational needs of the community and serving as a good steward of its financial and human resources.

INSTITUTIONAL EFFECTIVENESS PLAN
Appendix D
DESCRIPTION OF IEP STUDIES

Fall 1990
John W. Quinley
Planning & Research

Appendix D

Brief Description of IEP Studies & Reports

On-going and Quarterly

Inside CPCC. A feature magazine which highlights significant and interesting student and program accomplishments.

President's Student Forum. A quarterly student forum lead by President to generate discussion concerning key issues from student's point-of-view.

Community Service Audience. Survey of audience satisfaction with community service events administered on an ad hoc basis.

Corporate & Continuing Education Course Evaluation. In-class survey similar to the Student Opinion Survey used for curriculum classes.

Corporate & Continuing Education Employer/Trainer. Survey to employers of contracted education to determine satisfaction with outcomes, ideas for improvement, and suggestions for additional classes.

Ad Hoc Studies. A variety of studies concerning CPCC policies, procedures, and programs are conducted on an ad hoc basis.

Agency Program Review Studies. Academic programs which require agency accreditation sometime require specialized studies and/or reports.

New Program Proposals. New academic program proposals include a needs assessment, FTE projection, and other supporting information.

Annual

Corporate & Continuing Education Needs. The businesses on the Corporate and Continuing Education mailing list are surveyed to determine immediate training needs and types of training desired.

Student Opinion Survey of Faculty. In-class survey to determine student perception of instructor and course content effectiveness. For use by individual faculty and department only.

Student Opinion Survey of Counselor & Faculty Advisor. Individual student survey used to determine student perception of counseling and advising effectiveness. For use by individual counselor/faculty advisor and department only.

IEP Report. An annual "report card" report based on the assessment indicators as detailed in the IEP plan. The report includes an executive version for the Board of Trustees and the general public along with a detailed version for internal use.

Planning Report. The annual statement of current institutional goals and previous years' accomplishments in relation to these goals.

Case Studies. Brief qualitative sketches of students whose lives were significantly changed as a result of their CPCC experience.

Fall Enrollment Analysis. Included in this report is a description of current headcount and FTE enrollment, a discussion of enrollment trends, an analysis of the factors affecting enrollment, and a projection of future enrollments.

Annual Enrollment Analysis. Included in this report is a description of enrollment for the academic year including current year.

Partnerships. A report which details the extent and nature of partnerships with business and industry, social agencies, and other educational providers.

UNC Transfer. A report which describes the extent and success of CPCC transfers to the UNC system.

Program Reviews. Every academic and administrative program at CPCC conducts a formal program review once every five years. The program review includes information from a variety of IEP studies as well as studies which are conducted by the group conducting the review.

Graduate Follow-Up. The curriculum graduate study includes actual career and educational outcomes as well as perceptions of the graduate concerning the college's role in job and/or transfer preparation as well as a satisfaction with college programs and services.

Two-Year Cycle

Employer Follow-up. The employer study primarily addresses the question of how well CPCC prepared the graduate for the workforce.

Instructional Development and Innovation/Needs. The study asks CPCC faculty and staff to determine the needs, strengths and weaknesses in the areas of telecommunications, computing technologies, and other technological innovations for teaching and learning.

LRC Student Evaluation of Services. A study administered to students, faculty and staff, and/or the general public who use various LRC services to determine professional attitude of staff and the availability, timeliness, and accuracy/appropriateness of service.

Student Services Student Evaluation of Services. A study administered to students, faculty and staff, and/or the general public who use various Student Services to determine professional attitudes of staff and the availability, timeliness, and accuracy/appropriateness of service.

Business & College Services Client. The study details faculty and staff extent of use, availability and timeliness of service, overall satisfaction, and satisfaction for current projects with business and college services areas.

Environmental Scan. A planning report which analyzes trends and events which present opportunities or threats to the college based on internal strengths and weaknesses.

Adult High School Graduate. The adult high school graduate study includes actual career and education outcomes, perceptions of the graduate concerning the college's role in preparation for college level work, and satisfaction with college academic and administrative programs.

LRC Needs. A study sent to faculty and staff to assist LRC staff in meeting departmental needs.

Focus Groups. A qualitative study which provides an amplification of quantitative findings from survey research for different client groups.

Cognitive Outcomes. A nationally normed test to determine level of achievement in basic academic skills, general education, and critical thinking. (A decision on what, if any, instrument is pending.)

Community/Staff. A study to determine the extent and type of involvement of CPCC staff with community organizations.

Instructional Development and Innovation Client. The study details faculty and staff extent of use, availability and timeliness of service, overall satisfaction, and satisfaction for current projects with instructional development and innovation areas.

Staff and Organizational Development Client. The study details faculty and staff extent of use, availability and timeliness of service, overall satisfaction, and satisfaction for current projects with the areas within staff and organizational development.

Three-Year

Climate Survey. A survey sent to faculty and staff to determine the institutional climate for a wide range of issues including clarity of institutional direction, communication and involvement, campus acceptance of diversity, adequacy of individual authority and resources, etc.

Current Student. A survey conducted in-class to deepen understanding of student demographics, educational intent, barriers to enrollment, and preferred marketing methods.

Non-Returning. Study asks non-returning students the reasons for their not completing, current employment and education status, future plans, level of satisfaction with college programs and services, and goal achievement.

Planning Process Evaluation. A survey of college staff to determine the effectiveness of the planning process based on SACS criteria.

Five-Year

Image and Needs. A study to determine community awareness of college, participation, image, educational interests, preferred instructional and marketing deliveries, and educational deterrents.

Economic Impact. A study to determine the cost of operation versus the economic benefit to the region.

Program Review. Reviews of specific academic and administrative programs will be completed on a five-year cycle to determine centrality to the college mission and level of current functioning, and future needs.

Mission Review. The college statement of purpose is reviewed to determine fit with future directions and whether the mission accurately reflects on-going operations.

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